

## DOCUMENT RESUME

ED 216 613

HE 015 057

**TITLE** Development of a Model Network of University/Community Team Leadership. Final Report.

**INSTITUTION** Akron Univ., Ohio.

**SPONS AGENCY** Kellogg Foundation, Battle Creek, Mich.

**PUB DATE** 15 Apr 82

**NOTE** 131p.; Some pages in Attachment 3 may not reproduce well. For related document see ED 213 341.

**AVAILABLE FROM** University of Akron, Akron, OH 44325.

**EDRS PRICE** MF01/PC06 Plus Postage.

**DESCRIPTORS** Change Strategies; \*College Role; Community Action; Community Change; \*Community Involvement; Cooperative Programs; Higher Education; Information Dissemination; Internship Programs; \*Leadership Training; Local Issues; Models; Needs Assessment; Organizational Development; Participant Satisfaction; Program Evaluation; \*School Community Programs; Team Training; \*Urban Universities;

**IDENTIFIERS** \*Ohio (Akron); \*University of Akron OH

**ABSTRACT**

The development of a model network for team leadership by the University of Akron and community agencies is described. The major program objectives were to increase understanding of: interpersonal and intragroup dynamics; organizational development and collaborative planned change; and issues at the local, regional, and national levels that relate to community and community agency improvement. After an outline of planning activities, information is presented on the curriculum, teaching/learning approaches, scheduling, the impact of the mix of participants, and special modules, including "Community Leaders" and "Goals for the Greater Akron Area." Study action groups focused on needs assessment and action strategies pertaining to the Akron image, training/education, and university/community programs. Internships were offered to enable participants to promote cooperation among community and university agencies and individuals. Internship topics, resource persons, and criteria used in evaluating internship applications are identified. Participants' evaluation of the program concentrated on the meaning of the sessions for individuals and members' perceptions of the growth of the group over time. An executive summary of an external evaluation that focused on the impact of the program on participants and on the university and community is included. Publications, papers, and workshop presentations completed during the program are listed, and program goals, objectives, and outcomes are reviewed. Newspaper clippings on the program, newsletters, course descriptions, and other materials are appended. (SW)

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ED216613

**FINAL REPORT**  
**DEVELOPMENT OF A MODEL NETWORK**  
**OF**  
**UNIVERSITY / COMMUNITY TEAM LEADERSHIP**

Submitted to the  
W.K. Kellogg Foundation  
Battle Creek, Michigan

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**April 15, 1982**

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FINAL REPORT

DEVELOPMENT OF A MODEL NETWORK  
OF  
UNIVERSITY/COMMUNITY TEAM LEADERSHIP

Submitted to the  
W.K. Kellogg Foundation  
Battle Creek, Michigan

Project Team:

- |                    |                                                                                                                                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Dr. D.J. Guzzetta  | - President, Project Chairman                                                                                                     |
| Mr. Foster Buchtel | - Assistant to the President, Project Director and Trainer                                                                        |
| Ms. Barbara Hazard | - Director of Student Development, Coordinator for Students and Trainer                                                           |
| Dr. M.T. Oravec    | - Assistant Professor in Community and Technical College, Coordinator for Community and Trainer (January 1979-May 1980)           |
| Dr. Velma Pomrenke | - Coordinator, Office of Team Leadership Development, Coordinator for University Faculty and Administrators and Trainer           |
| Dr. Fiona Slaney   | - Part-time Trainer and Module Designer, Office of Team Leadership Development (January 1979-February 1980)                       |
| Mr. Stuart Terrass | - Director of Institutional Research, Trainer (January 1979-February 1980)                                                        |
| Dr. Anne Terrill   | - Assistant Coordinator, Office of Team Leadership Development, Coordinator for Community and Trainer (September 1979-March 1981) |

The University of Akron  
Akron, Ohio 44325

April 15, 1982

## FINAL REPORT

### DEVELOPMENT OF A MODEL NETWORK OF UNIVERSITY/COMMUNITY TEAM LEADERSHIP

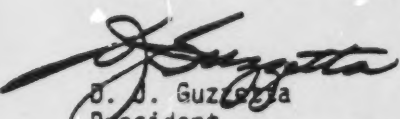
#### PREFACE

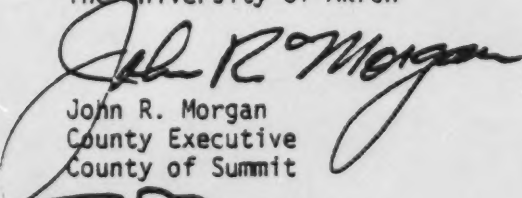
In reviewing, analyzing, evaluating and projecting the future of the activities that together were the Development of a Model Network of University/Community Team Leadership, an important point becomes apparent. Although the grant that made it possible to extend this exciting concept into fruitful action was awarded by the W.K. Kellogg Foundation to The University of Akron, the Program itself was a cooperative activity. The University of Akron asserted the initiative in developing the basic idea and committing the energy and talent of its professional staff to the success of the cooperative venture. Similarly, other "agencies" of the community joined the partnership of initiative through the provision of personnel, time, expert advice, publicity, community insights, and sharing of programs. This was as it should be, for we also share an investment in our community. And we also share a responsibility for developing and experimenting with new approaches to leadership, creative community involvement, and cooperation that may be extended to other, similar communities.

We believe that our partnership has been successful, and that its success will continue into the future. This is particularly so when we consider this program as one important link in a complex of renewal activities underway--the beginning of a new form of County government; the rallying of civic and corporate leadership for a physical and economic renewal of the greater metropolitan area; the exploration of new physical and functional means of connecting the University and the community; a combined corporate/local government/university enterprise for rejuvenation of the Central Business District as well as helping neighborhoods reassert their identities and regain their health; and the establishing of a vehicle for eventually coordinating the human services provided by public and private agencies for better, more comprehensive delivery at, perhaps, less cost. These are just examples of the array of responses underway that can be repeated for any major metropolitan area.

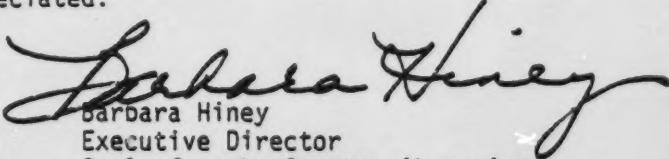
Therefore, our investment in and hope for the continued success of developing networks of University/Community team leadership are considerable. By itself, it is not enough. But encouraged and nurtured in our milieu of required reflection, response and shared responsibility, the development of leadership, leaders, networks and cooperation will continue to expand and pay even greater dividends in the future.

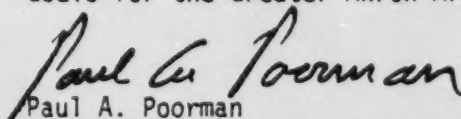
The role of the W.K. Kellogg Foundation as a founding partner in this continuing enterprise is both acknowledged and appreciated.

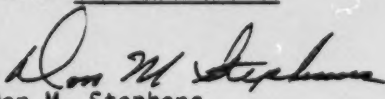
  
D. J. Guzetta  
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The University of Akron

  
John R. Morgan  
County Executive  
County of Summit

  
Roy L. Ray  
Mayor  
City of Akron

  
Barbara Hiney  
Executive Director  
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Paul A. Poorman  
Editor and Vice President  
Akron Beacon Journal

  
Don M. Stephens  
Executive Director  
Akron Regional Development Board



## FINAL REPORT

DEVELOPMENT OF A MODEL NETWORK OF UNIVERSITY/COMMUNITY TEAM LEADERSHIP  
Sponsored by the W.K. Kellogg FoundationTABLE OF CONTENTS

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## FINAL REPORT

### DEVELOPMENT OF A MODEL NETWORK OF UNIVERSITY/COMMUNITY TEAM LEADERSHIP

Sponsored by the W.K. Kellogg Foundation

#### I. INTRODUCTION

From its beginning in 1870 as a private liberal arts college, through its involvement as a municipal university, to its present status as a major comprehensive state university, with an enrollment in excess of 25,000 and offerings ranging from the Associate through Doctoral degrees, The University of Akron has been committed to implementing its identified urban mission and goals. Collaboration among colleagues has been both the mode of operation on the campus and the means of cooperation with the numerous constituencies of an Urban University (e.g., local, regional, national, and international civic, business, educational, governmental, and industrial organizations).

Since effective team leadership\* is so vital to successful collaborative efforts, The University of Akron developed, and the W.K. Kellogg Foundation supported, the earlier implementation of a "flagship program": The W.K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University. Since the initiation of this prototype program in January, 1976, continuing evaluative reports confirmed that considerable cooperative and leadership growth has occurred within the University community. One hundred and eight volunteers, selected teaching faculty and administrators, participated in the first phase of the program and more than another 100 were involved in identified "spin-off" workshops referred to as "Mini-Kelloggs." Overall, the results of the first two years of the Kellogg Team Leadership Development Program were positive and promising--a strong beginning. And it was just that: a strong beginning. Both the W.K. Kellogg Foundation and The University of Akron recognized that a model of team leadership for an urban university must involve more than faculty and administrators. The model, in fact, must be a "University/Community Team Leadership Model," as today's urban university is an inseparable part of its total geographic region.

It was this joint recognition, along with strong statements of support from community groups, that led to a second grant from the W.K. Kellogg Foundation, this one for "The Development of a Model Network of University/Community Team Leadership." The three basic thrusts of this second program were:

1. Increased understanding of interpersonal and intra-group dynamics.

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\*The definition of team leadership includes: (a) the development of team building capabilities, or inter- and intra-group understanding; (b) the development of individual leadership capabilities; and (c) the recognition, development, and exploitation of the "dynamic" that the leadership of any group is constantly shifting and resting with whichever individual has the information necessary for the resolution of the issue before the group. (Buchtel, F. S. and Guzzetta, D. J.: "The W.K. Kellogg Foundation Program for the Development of Team Leadership at The University of Akron," Proceedings, Academic Administrative Workshops, Ninth Annual Conference, American Institute of Decision Sciences, Chicago, October 19, 1977)

2. Increased understanding of organizational development, structure, and collaborative planned change, with emphasis on community/organization inter-relationships.
3. Increased understanding of issues--local, regional and national--as they relate to community and community agency improvement

The results of this second program, extending the concept developed and tested in the initial program beyond the successful base of faculty/administrative teams to the involvement of student and community leaders--existing and potential, are reported in the following pages.

Section "II. PLANNING ACTIVITIES," describes (1) the preliminary thinking and approaches to the modification of the earlier developed principles and learning activities to the extended audience; (2) the supporting organization for the program and its rationale; and (3) the development of the logistics to support the Program. As with all the other sections, evaluative comments are also included.

Section "III. CURRICULUM DESIGN, RETREAT AND CLASSES," reviews the curriculum, the teaching/learning approaches, the scheduling, the impact of the mix of participants, and special modules such as "Community Leaders" and "Goals for the Greater Akron Area."

Section "IV. STUDY ACTION GROUPS," describes one approach used to transfer the learning to University/Community needs through teams of participants identifying needs and developing strategies and actions to respond. The discussion describes the process by which these Study Action Groups were established, overviews of the issues undertaken, and a status report of success.

Section "V. INTERNSHIPS," discusses another approach to transferring the learning to University/Community needs, following essentially the same format as that used for Section IV. In addition, specific suggestions are offered for how the Internship component might be improved for future, similar programs.

Section "VI. EVALUATION," covers both the internal and external evaluations of the program, formative and summative. In addition, the Executive Summary prepared by the external evaluator is included verbatim.

Section "VII. DISSEMINATION," describes the various means by which the Program was publicized for full cooperation and disseminated for possible critical re-action as well as replication.

Section "VIII. REFLECTIONS, RECOMMENDATIONS AND FUTURE PLANS," reviews the Goals and Objectives of the Program and reflects on (a) the levels of success of the Program, (b) ways in which future programs might be improved, and (c) some areas of further need for exploration and experimentation for successful University/Community team leadership development and application.

We hope that the reader will share our excitement in both what has been developed and proved possible, and the potential this has revealed for even more successful developments in University/Community cooperation for leadership. It is clear to us that involving faculty, administrators, students and community representatives in these team development activities constitutes a true model of the university in society, today and tomorrow. It is also clear to us that this potential could not have been developed, tested in action and improved for future action if it were not for the encouragement, support and forward thinking of the W.K. Kellogg Foundation. For this, we are grateful.

## II. PLANNING ACTIVITIES

The University/Community Team Leadership Program was established as an ongoing function of The University of Akron reporting to the President's Office through the Assistant to the President. Change theorists stress the fact that organizational change is successful most often when there is commitment to and support for change by top management. The University/Community program received both support and involvement, and thus high visibility and credibility, from top management. The President, in addition to providing overall direction, gave support through writing (news releases, Team Leadership Newsletter), by referring to the program in many of his presentations, and by participating with campus and community leaders in presenting action issues to each class. The Assistant to the President, as Project Director, supervised the program and coordinated its activities with the other elements of the campus and community change networks. He also served as co-trainer at the Retreat for each of the five classes and participated as observer and facilitator in the class sessions.

The Project Staff included three coordinators, each representing one of the constituency groups--community leaders, faculty/administration, and students. The coordinators worked as a team to design and implement the program, keeping in mind the specific needs of the interest groups they represented.

The Project Team included:

- Dr. D. J. Guzzetta - President, Project Chairman
- Mr. Foster Buchtel - Assistant to the President, Project Director and Trainer
- Ms. Barbara Hazard - Director of Student Development, Coordinator for Students and Trainer
- Dr. M. T. Oravec - Assistant Professor in Community and Technical College, Coordinator for Community and Trainer (January 1979 - May 1980)
- Dr. Velma Pomrenke - Coordinator, Office of Team Leadership Development, Coordinator for University Faculty and Administrators and Trainer
- Dr. Fiona Slaney - Part-Time Trainer and Module Designer, Office of Team Leadership Development (January 1979-February 1980)
- Mr. Stuart Terrass - Director of Institutional Research, Trainer (January 1979 - February 1980)
- Dr. Anne Terrill - Assistant Coordinator, Office of Team Leadership Development, Coordinator for Community and Trainer, (September 1979 - March 1981)

To assure consistency in training techniques and to further the Trainers' skills in working with the special requirements of the project and its participants, a "training of trainers" program was organized as follows:



- September 13, 1978 - Topic: Practicum in Developing and Presenting Modules. Resource Leader: Mr. Foster Buchtel, Office of Team Leadership Development, The University of Akron.
- December 6, 1978 - Topic: Practicum in Developing and Presenting Learning Modules. Resource Leader: Dr. Velma Pomrenke, Office of Team Leadership Development, The University of Akron
- March 6-7, 1979 - Topic: Training the Trainers. Resource Leader: Ms. Jacqueline Rumley, Executive Vice President, Project Associates, Inc., Washington, D.C.
- July 30, 1979 - Topic: Facilitating Groups. Resource Leader: Dr. James Doverspike, Professor of Education, The University of Akron.
- September 10, 1979 - Topic: Building Group Cohesion. Resource Leader: Dr. Richard Gigliotti, Associate Professor of Sociology, The University of Akron.
- November 29, 1979 - Topic: The Adult Learner. Resource Leader: Dr. Anne Terrill, Office of Team Leadership Development, The University of Akron.

These training events, plus regular project staff meetings throughout the duration of the program, resulted in a well-rounded and well-functioning program as noted by the external evaluators when they said: "There can be no doubt the participants in the study thought highly of their instructors." (Seeley, 1981, p. 17)

Because the team leadership program was based on developing University-Community issues for the Study Action Groups for each class, the Goals for the Greater Akron Area Organization (GGAA) was involved as a partner in the program. GGAA is a citizen group representing civic, business, service, religious, political and neighborhood segments of the community who have worked together for several years in shaping the action agendas for the community, including the successful referendum for a new County Charter, the first in Ohio. In addition, GGAA played a significant role in achieving recognition for Akron as an All-American City. The Executive Director, Barbara Hiney, was a member of the University, Community Program Action Team (see below), along with other community representatives. Project Staff and Class I members were invited to GGAA's goal setting conference for 1980.

In February 1979, the Program Action Team (P.A.T.) was organized. It consisted of 15 members representing the University (faculty/administration and students) and Community leaders:

#### Faculty/Administration

Dr. Thomas Brittain, Professor of Mechanical Engineering  
 Dr. Madeline Cooke, Associate Professor of Education  
 Miss Pauline Franks, Associate University Librarian  
 Dr. John F. Gwinn, Assistant Professor of Biology  
 Mr. Richard Neal, Affirmative Action Officer

All but Miss Franks participated in the original Team Leadership Program (The W.K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University). Miss Franks participated in the Mini-Team Leadership Program for Bierce Library faculty and staff and in Class V of the University/Community Program.

### Students

Mr. Bruce Avolio, Graduate Student, majoring in Industrial Psychology.  
Mrs. Patricia Dillon, Junior, majoring in Special Education; non-traditional student (post 18-24 age bracket).

Mr. Jeffrey Upperman, Senior, majoring in Finance, will be here through December, 1981.

Miss Marla Yost, Junior, Business Administration major.

Mr. Kenneth Winters, Sophomore, majoring in Speech and Theatre Arts.

### Community

Mr. Donald Custis, Associate Executive Vice President, United Way of Summit County. (Moved from the community. Served from 1/79 to 7/79 and was replaced by Mrs. deBruin.)

Mrs. Elizabeth deBruin, Board Member, United Way of Summit County and President, Junior League.

Mrs. Barbara Hiney, Executive Director, Goals for the Greater Akron Area.

Mrs. Dorothy Jackson, Coordinator, Social and Tenant Services, Akron Metropolitan Housing Association.

Mrs. Patricia Lentz, Corporate Manager, Education and Training, B.F. Goodrich Company.

Mr. Harrison Richardson, Area Representative, Human Resources Development Institute, AFL-CIO.

The function of the Program Action Team was to assist the project staff in monitoring and modifying the program to assure its usefulness to the experiences of the participants. It did so by generating ideas with regard to program learning content; reacting to the program design and promotional and instructional materials developed by the project trainers; and assisting in the selection of class participants and subsequent internships. Eleven meetings were held throughout the course of the project.

So as to be able to fulfill their responsibilities more effectively, Program Action Team members participated in a one-day orientation workshop. Thus, those who were unfamiliar with the program were able to experience team leadership development in a mini-fashion.

Figure I illustrates three important dimensions modeled by the University/Community program: (a) Collaboration--between various units on the University campus; (b) Representation--the Program Action Team which served as an advisory and action body mirrored the target audience; and (c) Change Network--the program as one effort in tandem with other change efforts going on both at the University and in the community.

A well developed plan for promotion was necessary given the vast pool of potential applicants. The following is a sample of various promotional formats that were used:

Figure I - Organizational Chart

Change Network - University

- Task Forces
- Internships
- Center for Study of the Future
- Center for Urban Studies
- Office of Team Leadership Development
- Educational Research and Development Center

PROJECT CHAIRMAN  
(President)

PROJECT DIRECTOR  
(Asst. to the President)

Change Network - Community

- Goals for Greater Akron Area
- Akron Regional Development Board
- Mayor's Office
- County Offices
- Akron Beacon Journal
- Corporate, Labor, Social Agency Offices

PROGRAM STAFF

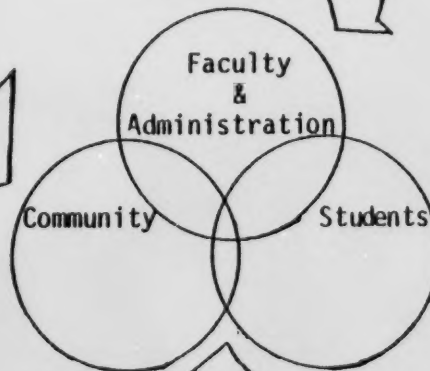
Office of Executive  
Dean of Continuing  
Education & Public Service

Coordinator for  
Community Involvement

Program Coordinator  
and  
Coordinator for  
Faculty and  
Administrative  
Involvement

Office of the Asst. to  
the Vice President &  
Dean of Student Services

Coordinator for  
Student Involvement



Program Action Team  
Representing Faculty/Administration,  
Students and Community

- Beginning with the announcement of the Kellogg Grant Award, September 27, 1978, articles appeared in the Akron Beacon Journal, regional newspapers, the alumni news, student newspaper, Evening College paper, and department newsletters.
- A 15-minute interview was held with the Coordinator for University faculty/administrators at a local radio station.
- An attractive brochure, outlining objectives, program, and application procedures was designed and published by the Project Team. (Attachment 1) The brochure was widely distributed on campus to faculty and students and was disseminated throughout the community by being included in the Akron Regional Development Board's and the Downtown Association's mailings.
- A program summary was written and duplicated and was used as supplementary information for those requesting a more detailed description of the program. (Attachment 2)
- The Project Director and all Coordinators provided information through speaking engagements and mini-workshops. These activities included speaking to the Summit County Citizens Advisory Council, the West Akron Kiwanis, Executive Toastmasters, the Dean's Council (a representative board of top University student leaders), Associated Student Government, Evening Student Council, a Student Leader Workshop, and University Department Heads, to name just a few.
- Promotional materials were displayed in key University buildings, including the Student Center, and were displayed during an all day New Student Activities Program.
- Personal contact was made through visits with key community leaders, the Community Action Council Executive Board, administrative and faculty members, and graduate, undergraduate, traditional and non-traditional students.
- Two community leaders to date, in addition to Dr. Guzzetta, have mentioned the program in the series "An Agenda for the 80's" in the Akron Beacon Journal. (Attachment 3)
- The best promotion has always been, and still is, the team leadership graduates. Faculty and administrative personnel who participated in the University Team Leadership Development Program distributed materials, spoke to their classes, and contacted colleagues in reference to the current program. Members of Class I from the current program distributed materials and applications to people they felt would benefit by involvement.
- Members of the Program Advisory Team also promoted the program.

The mail-in coupon in the brochure (Attachment 1) served as a device for distributing applications for the program (Attachment 4). A total of 193 applications were received. Members of the Program Action Team served as a Selection Subcommittee.

Selections were based on the following criteria:

- 10/10/10 mix of the three constituencies: faculty and administrators, students, and community;



- mix of levels within constituencies: age, sex, and regions of the Akron area;
- demonstrated leadership;
- potential leadership;
- expectations from the program;
- concern for the greater Akron Area.

Recommendations from the subcommittee were reviewed by the Project Staff and final selections were made by the Project Director.

In the fall of 1980, the decision was made to offer one additional class (Class V) than had been originally anticipated because of the continued and growing interest in this program as demonstrated by the applicant pool. Based on the idea that the program would have more impact if people in top management positions were involved, the coordinators attempted to recruit people in significant leadership positions in administrative units, colleges and departments, student groups and community organizations. Attachment 5 lists the participants for all five classes and their affiliations.

### III. CURRICULUM DESIGN, RETREAT AND CLASSES

The curriculum created for the "Flagship Program," (The W.K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University) served as a base from which to build the design of the University/Community Team Leadership Program. The challenge was to distill 60 hours of class sessions into the 45-hour program needed for the new project, in the belief that a 45-hour program would be easier for community participants to attend fully.

Careful consideration was given to the curriculum design, taking into account both the participant evaluations from the "Flagship Program," and the project team's own experiences. Value was placed on the relevance of each unit to the University/Community linkage, to each participant's experience and to those situations the participant was likely to encounter. An additional priority, of course, was to include all units that were absolutely necessary to better understand and apply team leadership.

The curriculum design incorporated three levels of concentration. The first level focused attention on the individual. Units addressing the individual (enhancing self awareness and providing a better sensitivity to others) included communication skills, motivation, and leadership styles. At this level, a climate was set in which the person had the opportunity to be comfortable within herself/himself and the class. The basic tenet was that the participant would have to learn to trust himself or herself before trust could be developed as a leader.

The group was the second level of concentration. Here, emphasis was given to the individual as a member of a group and to the group as a total entity. Units included roles within a group, group diagnosis, team leadership, dynamics of cooperation, decision making, and conflict management. At this level the class itself began to become a cohesive group, developing its own direction and esprit de corps.

The third level of concentration was organizations: understanding organizations, their possible structures and their functions. The application of knowledge of the individual and the group to the function of the organization was also included. Units developed and presented were organizational styles, organizational diagnosis, attention to motivation within an organization, and leadership styles and decision making as it applies to the organization.

Other units sought to integrate the three levels of concentration, putting emphasis simultaneously on the individual, the group, and the organization. Some of these units included change, conflict management, and trust building.

The teaching/learning style also was based on the University Team Leadership model. Equal emphasis on theoretical and experiential learning resulted. Each unit drew on previous learning and telescoped to future learnings, increasing the participant's understanding as new principles were presented. Most units consisted of: (a) a lecturette; (b) an activity where the new learnings could be experienced, further developed and applied; and (c) a summary discussion.

The training style was not that of a lecturer but instead of a facilitator, encouraging reflection of concepts and their application to situations in the

participant's own life or within the class itself. The trainers believed that learners who were able to integrate for themselves that which was presented would more likely retain and later apply that which was learned. Bibliographies and readings were distributed to supplement what was presented in class and to give direction for those who wished to study the concepts further.

In all, five different groups each experienced the 45-hours of program contained in the University/Community Team Leadership Program. Varied schedules were offered to make attendance feasible for more people. The project staff felt that community leaders, students, and faculty might have difficulty with the schedule utilized in the first program; i.e., meeting for day-long sessions.

Each of the five classes began with a weekend retreat at a site outside of the Akron area. These two and one-half fully packed days were used to set the climate and to begin to build the desired cohesive class group. The schedules following the retreat were as follows:

- Class I      Five consecutive Fridays from 9:00 a.m. to 4 p.m.
- Class II:    Four consecutive Tuesdays and Thursdays from 3:00 p.m. to 7 p.m.
- Class III:   Three consecutive Fridays evenings and day-long Saturday sessions: Friday from 7:00 p.m. to 10 p.m. and Saturday from 9:00 a.m. to 4 p.m.
- Classes IV and V: Were scheduled as was Class I.

The schedule seemed to make very little difference in attendance records except in Class III which had less people attend all sessions fully (see Evaluation). It was decided that the day-long Friday sessions were mutually convenient to participants and trainers. As a consequence, this mode was repeated in Class IV and Class V.

Each class was designed to have ten people each from student, faculty, and community population groups. Within each of these categories, an attempt was made by the selection committee and the project staff to identify and represent as many areas as possible within the broader grouping. The student population for each class always included undergraduate, traditional, nontraditional, different ethnic groups, and different interests. The faculty groupings included representatives of many divisions and departments and a wide range of ages. Social service, business, education, labor, and industry were represented in the community groupings, which also included people with a variety of interests, backgrounds, and experiences.

During the first class, the trainers addressed directly the diversity within the group. There was particular concern for the younger student representatives and their ability to feel comfortable with the others. However, emphasizing differences seemed to produce more awareness of differences and even splits in the groups. Therefore, the trainers decided to de-emphasize the differences in the subsequent classes, which resulted in a sense of mutual learning and respect.

To encourage more relevance in the presentation of class sessions, the project staff included examples and situations from the community. Articles and editorials from the local newspapers served as good examples for case studies. The

issues discussed and the Study Action Teams developed helped the participant to move into the community to work on real issues and concerns, a major objective of the University/Community Team Leadership Development Program. One two-hour period was set aside for each class to meet with resource people representing various interest groups of the community. Each shared what he or she considered to be major issues in the area and how participants could "plug in" to the community to help address these issues. Representatives were invited from County Government, City Government, Education, Business, Social Service, Neighborhood organizations, and the Media. Many were highly visible people from the community. Two objectives were met through this special session: (a) The participants were able to begin identifying for themselves the best way to become directly involved in bringing about community change; and (b) The presenters were exposed to the University/Community Team Leadership Development Program and its participants, discovering a resource pool of qualified and interested team leaders ready, in many cases, to be involved in working toward resolution of the concerns of the community. The tie with the community was further reinforced through the involvement of the Goals for the Greater Akron Area organization. As indicated in the previous section, the Executive Director of the Goals for the Greater Akron Area served on the project's Program Action Team. The actual "Greater Akron Goals," defined several years ago through a grass roots involvement process, were used in the program as case studies to begin directing the thinking of participants toward issues in which they could become involved. Each class had the opportunity to hear a presentation by the Executive Director and to direct questions to her. The presentation included a sketch of the Goals for the Greater Akron Area organization and its activities, the "how to's" of becoming involved in the community, and the Executive Director's thoughts about issues in the community that needed to be addressed by citizens.

Through the involvement of the community resource persons and the Executive Director of the Goals for the Greater Akron Area, the class sessions and activities became real for each participant. A bridge was established between the theory of team leadership, the skills involved, and the application of these learnings to the community in which we all live.



#### IV. STUDY ACTION GROUPS

The literature in organizational development, as well as our own experience, suggest that knowledge and skills are much more apt to be learned if there is an expectation that these concepts will be applied during the program. The Study Action Group component of the program, therefore, provided a process by which small groups of participants chose some issue or need within the immediate four-county region that would benefit from closer study, analysis, and/or action. This provided both: (a) a higher assurance of useful learning and retention, and (b) a transference of the learning into University/Community action. The Study Action Group was to focus on some issue of mutual concern to both the community and the University and, in general, related to the needs agenda developed by the Goals for the Greater Akron Area (GGAA). Attachment 6 elaborates on how the Study Action Groups functioned.

Some 117 of the class members actively participated in 23 Study Action Groups following the formal class sessions. (See Attachment 7 --Status Report of Study Action Groups, March 1981.) The Study Action Groups which were formed can be divided into five categories based on the central focus of their efforts.

- Groups Concerned with problems related to the Akron Image
  1. Akron Image - Class I
  2. Transportation Unit - Class III
  3. Arts Regional Task Study - Class IV
- Groups Concerned with Training/Education
  1. "For Someone Special" Seminars - Class I
  2. Leadership in the High Schools - Class II
  3. Futures Studies - Class II
  4. Women Successful in Politics - Class IV
  5. Leadership Training Modules for Children - Class V
- University/Community Connections
  1. Bridge Party - Class I
  2. Co-op Programs - Class I
  3. Revitalize Downtown - Class II
  4. Improvement of Education at the Elementary Level - Class II
  5. Alcoholism - Information and Referral - Class III
  6. Pooled Resource Group - Class III
  7. Student Needs Assessment on Community Involvement - Class III
  8. Student/Merchants Interaction and Cooperation - Class IV
  9. Community/University Resource Bank - Class IV
  10. Urban Mission Resource Committee - Class V
  11. Futurists in Action - Class V
- University/Community Information
  1. Coordination of Recreational Facilities - Class II
  2. Senior Volunteer Awareness Program - Class III
  3. Filmmakers Ltd. - Class V

- Networking Internally

1. Networking groups for Communication - Class III

Approximately half of the action groups addressed clearly defined University/Community connection issues. Of those, three targeted student/community concerns, six involved the facilitation of two-way University/Community sharing, one involved the sharing of University expertise with the Community and one reflected the joyous celebration of the physical connection of the University and Community constituencies with the opening of a bridge connecting the campus and the city.

In the area of training/education, two of the groups focused on women as their potential audience, and two focused on children. One sought to provide training for professional workers in a specific field.

In the Akron Image Category, two groups represented special interests, transportation and the arts. One group addressed the selling of the Akron Image as a general concept.

In the University/Akron Information Category, the three groups identified three separate types of information which could be aggregated and disseminated for use.

In evaluating the success or effectiveness of Study Action Groups, it is useful to address at least three broad questions at the outset.

1. How many of the 23 groups continued to meet after the termination of the classes?

All groups worked on their action goals for approximately one-third of their classroom time. To some extent, then, all participants had the experience of working on a team for the purposes of identifying and achieving a valued goal.

However, some groups were not able, for a variety of reasons, to maintain their impetus following the class sessions. The number of groups continuing versus those terminating at class end yields a very general estimate of Study Action success.

- 22 of the groups met following classes.
- 1 of the groups did not meet.

2. How many of the 23 groups have reached the goals which they defined for themselves?

Goals, small or large, visible or less visible, were all set by participants. In order to reach the goals, participants benefited from both process and content-related experiences.

- 5 of the groups have reported meeting their defined goals.
- 13 of the groups are actively working toward reaching their goals.
- 5 of the groups disbanded, not attaining their identified goals.

3. In what ways can the impact of these groups on the community be measured? Although impact may be measured in a variety of ways, two key approaches are listed below.

- The number of University or community resources called upon by participants in working on their action goals:

Recognizing that class participants themselves are resources in the University and the community, it is interesting to assess the approximate number of additional resource people (non-duplicated count) they contacted in their work, thus spreading the impact of Team Leadership Development skills across the community.

- 32 community leaders were used as resources.
- 20 University leaders were used as resources.

- The visibility of action group success:

One measure of degree of success, but not necessarily the most important, is visibility of impact. Of all the groups to date, the Bridge Party group has been the most visible in achieving its goal, (see Attachment 8) attracting several thousand people to celebrate a University/Community bridge--physical as well as symbolic.

Maintaining Study Action Groups over time presents a problem and concern for offices seeking to sponsor but not supervise such groups. We have found from experience that training people to understand the complex skills involved in team work, providing them opportunity to set goals of their choice, and allowing them time in the program to begin working toward their goals alone, do not comprise a strong enough support system for groups to be spun-off after the classes and to be maintained over time. We felt we needed to provide more visible support, achieving a better balance between group autonomy and program support. For that reason, one of the trainers was assigned a primary role in communicating with each of the groups on a regular basis and facilitating communication across groups, where needed.

If we were to do it again, further support systems for the groups would be recommended. A Study Action Group Board, comprised of chairpersons from each of the groups, for example, could share information regularly and coordinate all the groups' activities more effectively, thus providing an intermediate step between supervision and support vis-a-vis group autonomy.

If we were to do it again, further practice in the narrowing down of goals would be included in the program. We noted that the Study Action Groups which disbanded without achieving their identified goal had begun with large, ambiguously conceived action goals. Such ambiguity and complexity led to participant frustration with ultimate disappointment and withdrawal. In several instances, however, these participants joined other active action groups and contributed their expertise in that fashion.

The Study Action Group concept has, all in all, been a sound one. Over one hundred highly trained, highly committed, visible and potential leaders are working for growth and change at the University and in the Community.



## V. INTERNSHIPS

Following the completion of each class, participants in the University/Community Team Leadership Development Program were encouraged to develop Internship proposals that would allow them to spend a portion of their time in an area beyond their own, working on a task defined cooperatively by the Intern, his or her employer, and the host area where the Internship would be served. As was the case with the Study Action Groups, the Internships were intended to reinforce the participants' learnings through application to identified tasks that would link Community and University agencies and individuals. More specifically, the Internships contributed toward the achievement of the following objectives of the program:

- Identify students with leadership potential, insuring a "lifespan distribution" reflecting the urban university's student population of teenagers to retirees.
- Improve understanding of relationships between the University and the Community.
- Improve the participants' understanding of factors that influence individuals and groups, dynamics of organizations and change theory, basic concepts and practices of personal growth and leadership training.
- Improve the participants' capabilities to diagnose what is wrong when groups or organizations are not operating effectively, use procedures and methods that will be most effective in each situation, perform a variety of leadership functions, evaluate and learn from their own experiences, and help others to improve their own competencies as members and leaders.
- Establish new patterns of University/Community cooperation.
- Increase the number of cooperative activities involving University faculty, students and community leaders.

Information describing the Internships and application procedures were distributed to the participants toward the end of each class. (See Attachment 9) In addition, several periods were set aside during each of the last several class sessions for discussions concerning the Internships. Participants were invited to submit an Internship Application to the Project Director, including an overview of the proposed Internship; expected outcomes of the Internship; suggested time frame; relationship of the Internship to the University/Community program; proposed financial arrangement; and any other information that would support the request. The Application required signatures by the applicant, the applicant's employer and the host department or agency. No specific Application Forms were provided as it was believed that the ability of the Applicant to express his or her thoughts clearly, concisely and persuasively would be one measure of potential success of the Internship. Participants were encouraged to identify their own interests and needs and use the contacts and resources provided by the University/Community program to design a program that met those



interests and needs. The Internship provided support for at least portions of the following types of costs related to the Internship experience: replacement cost (if needed) to the department or employing agency and related costs such as travel, conferences, typing, copying, etc. Although cost sharing on the part of the Intern's organization was encouraged, it was not required. The Interns were required to provide a report at the end of the Internship including an assessment of strengths and weaknesses of the experience and providing a historical record of ventures to support continued efforts beyond the period of the Internship.

A Subcommittee of the Program Action Team (the Advisory Group of the University/Community Team Leadership Development Program) and the Program Coordinators reviewed the applications and recommended those that they judged to be worthy of support to the Project Director who made the final decision on appointments. Members of the Subcommittee for Internships included the following persons:

- Mrs. Elizabeth deBruin, United Way of Summit County Board Member  
(currently Director, Planning and Economic Development for the  
County of Summit)
  - Miss Pauline Franks, University Librarian and Professor of  
Bibliography
  - Mrs. Dorothy Jackson, Coordinator of Social and Tenant Services,  
Metropolitan Housing Authority
  - Mr. Jeffrey Upperman, Undergraduate Student (Senior)
  - Dr. Velma Pomrenke, Coordinator, Office of Team Leadership  
Development (ex officio)
  - Mr. Foster S. Buchtel, Project Director (ex officio)
- [Dr. Pomrenke and Mr. Buchtel worked with the Subcommittee in developing the Screening process, but did not participate in the initial applicant screenings.]

Criteria used in evaluating the Internship Applications included the following:

- Clarity of goals and objectives.
- Application of Team Leadership skills to the proposed Internship.
- Evidence of the host agency's or department's involvement in and commitment to the proposed Internship.
- Potential continuation of, or spinoffs from, the proposed Internship.
- Clarity of the proposal, covering all necessary aspects of the proposed Internship.

Although a number of participants expressed interest in the Internship opportunities through their discussions with the trainers, only six applications were received, of which four were approved. The following summarizes the approved Internships:

- a. Miss Sarah Vradenburg, community newspaper reporter:  
"Develop ongoing support for local neighborhood groups,"  
and "Develop and publish a community newsletter for the  
Center for Urban Studies, The University of Akron." (\$900)

This Internship, linking Miss Vradenburg's community networks through her reporting activities and The University of Akron's Center for Urban Studies included two parallel activities aimed at solidifying the support relationships between the Urban Studies Center and the local community, primarily the neighborhoods. The neighborhood support activity involved representatives from neighborhood organizations, city government, the University and a team of representatives from the University/Community Team Leadership program.<sup>(1)</sup> Specific activities included getting three major sectors of the city to address the issue of neighborhoods on a partnership basis; surveying by questionnaire and interview twenty established neighborhood groups throughout the city to determine the needs of neighborhood organizations as well as to introduce the project team and the concept of neighborhood development; and, working with the City, the University and neighborhood representatives, preparing a \$19,000 proposal to the National Endowment of the Arts for renovation of turn-of-the-century buildings. Based on the responses from the survey, a conference on neighborhoods was sponsored focussing attention on the local neighborhoods and involving an expert on neighborhood change and staff from neighborhood organizations in other Ohio cities. Training and Workshop sessions were also conducted for neighborhood organizations in fund raising, the Community Reinvestment Act and its implications for neighborhoods, and other similar topics.

The development of a community newsletter for the Center for Urban Studies was in response to the need for a coordinated effort of communicating the work at the Center with the community it serves. The newsletter was developed and made a part of the Urban Extension program activities of the Center for Urban Studies.

- b. Mr. Jay Bishop, Doctoral student, School of Applied Social Science, Case Western Reserve University, and part-time instructor, Department of Social Work, The University of Akron: "Team Leadership Development for Volunteers and Staff of the United Way of Summit County." (\$1,000)

This proposal, undertaken in cooperation with the United Way of Summit County and the Office of Team Leadership Development at The University of Akron addressed the needs for Team Leadership Development for volunteers and staff who served on the five Allocation Panels for United Way of Summit County. The only training that the volunteers for the allocation panels received in the past was one session devoted to understanding and analyzing the various budget forms that the United Way agencies submitted to the panel. The more than thirty members that make up each panel are drawn from all areas of the community and from various levels of management and local business, industry, social service agencies and governmental organizations.

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(1) Project team members included the Coordinator of The University of Akron's Urban Extension Program, the Director of Community Planning for the City of Akron, the Chairman of the Political Action Committee of the East Akron Community House, the Director of the Institute for Civic Education at The University of Akron, the Coordinator of the Office of Team Leadership Development at The University of Akron, the Director of the Service Central for the Catholic Service League, the President of West Side Neighbors, Inc., the Supervisor of Community Involvement for the Department of Planning and Urban Development of the City of Akron, and the Supervisor of the Human Resources Division of the Department of Planning and Urban Development of the City of

The objectives of the Bishop Internship are to:

- Train volunteers and affiliated staff in team development methods.
- Demonstrate the use of Team Leadership methods in problem solving, risk taking and trust formations.
- Assist each panel to develop into a more democratic and effective decision-making group.

United Way of Summit County staff personnel working with the project included Miss Cris Kiel, Coordinator of Volunteers Development; Mrs. Sarah Wright, Associate Executive Vice President for Planning; and Miss Lois Foster, Coordinator of the Allocation Panels.

- c. Mrs. Jean Gappert, ex-Executive Coordinator of the Ohio Chicago Art Project: Analysis and Reporting of the Leadership Experience With A Grass Roots Community Project: "The Ohio Chicago Art Project (OCAP)." (\$500)

The Ohio Chicago Art Project is a nonprofit corporation developed to bring the nationally acclaimed Judy Chicago's The Dinner Party Exhibit/ Culture to Northeastern Ohio.

Having recently resigned as the Executive Coordinator of the Ohio Chicago Art Project, responsibilities which she assumed shortly after completing the Team Leadership Program, Mrs. Gappert was in a unique position to provide an interpretative analysis of the evolutionary process of a grass roots organization and the success and failure of the various Team Leadership techniques applied during the organization's development. Because of the incredibly short time span allocated to fully develop a totally new organization prepared to finance, staff, produce appropriate professional gallery space, acquire the exhibit and administer a three-month exhibition, the leadership of the OCAP was challenged to condense and use many of the concepts incorporated in the team leadership program which normally would have been implemented over a several-year developmental process. The study examined group composition and interaction, various restrictions, expectations, roles, the effects of regionalism on the development of OCAP and the implications of the historical, chronological development of the organization.

- d. Mrs. Gail Sommers, Graduate Student: "Supervise the Updating of the GBF/DIME File, to organize a working relationship among various organizations within the community and university for its continual update and use," and "Develop and Publish a Bibliography from Material Gathered Earlier for the City Council Policy Leadership Manual, and Its Publication." (\$1,750)

There were actually two major activities over a twelve-month period under this Internship. The first, was to form a group of community and University-based organizations and coordinate their efforts in the update of the GBF/DIME File for the Akron SMSA. The current file has been praised by the census bureau as one of the better files in the country, but its latest update was in the summer of 1978. Since that time, annexation has occurred in many areas, new streets have



been added, particularly in the outlying areas of the SMSA, and other, similar changes have occurred lessening the utility and the accuracy of the present file. By forming a group of community and University-based organizations, the quality of the file can be updated and maintained with potential value realized with minimal expense for each of the participating organizations. In addition, a working relationship will be established among various organizations within the community and University for the continual update and use of this file for the benefit of all participating groups.

The second activity, in cooperation with the National League of Cities, is to develop a bibliography of the diverse body of literature for City Council leadership programs. During the last several years, the Urban Studies Center has worked with the Akron City Council in developing leadership, streamlining operations and providing a base from which the Council can take an affirmative role in setting policies by which they govern the city. Throughout that period, a substantial body of literature has been collected which was used to compile a Council Policy Leadership Manual. Unfortunately, neither time nor coordination was available to pull this diverse literature together into a complete bibliography which could then be used throughout the nation in similar activities. Following expression of interest in publishing such a bibliography from the National League of Cities, an Internship was awarded to work with the Urban Studies Center and the National League of Cities to compile and publish this bibliography. [Subsequent to the award of the Internship and the successful completion of the Bibliography, the leadership of the National League of Cities changed, and the publication is being re-negotiated. In addition, other possible publication sources are being explored.]

Whereas the individual Internships were well conceived and successfully conducted, contributing to the overall purpose of the program, the total of six applicants and four awards was disappointingly small. This, in spite of our trying to draw upon our experience from the previous team leadership program in which the Internship activities also were minimal compared to the potential. In spite of (a) devoting additional attention to the Internship information disseminated, (b) the design of the Internship program for flexibility and facilitation, (c) the additional time spent in encouraging and coordinating, and (d) the large number of persons who expressed interest in Internships, the actual response was small. We can give no specific reasons for this except that the criteria for designing an Internship application may have been more demanding than the participants cared to undertake for the possible payoff that the Internship may provide. Another reason, particularly for those who were employed full time, is the difficulty of taking time away from their work or being released by their employer to pursue Internships. We remain convinced that the concept is good and an important one to help the transference of learning into a continuation of desired activities and outcomes. However, the approach to implementing this concept will have to be rethought for any subsequent activities if it is to succeed. Some possibilities include:

- Brief, intensive Internships similar to those that proved successful with the W.K. Kellogg Foundation-sponsored Program, "Planned Change: The Approaches of Three Universities."
- Arrangements with specific faculty for the provision of credit for Internship experiences for undergraduate and graduate students.



- Identification of Internship activities that can be more easily conducted during the free hours of the participants, particularly those who work full time.
- More involvement of community agencies to establish arrangements for release time, training of personnel on a temporary basis, identification of Internship needs, special leave of absence, etc.

Rather than being discouraged to the point of abandoning Internship efforts, we are more encouraged by the successful experiences of another project to look upon the potential of Interns as being the topic of a special community cooperative improvement project.

## VI. EVALUATION

Concurrent, cross-supportive types of evaluation were conducted both internally and externally. The project staff, as internal evaluators, were concerned with formative evaluation, that is, assessing the effectiveness of each aspect of the program as it was conducted, thus enabling the staff to modify and improve subsequent sessions and classes. The external evaluators were concerned with both formative and summative evaluation, the latter providing an external, objective view of the effectiveness and impact of the program as a whole.

### Internal Evaluation

So as to coordinate with the formative segments of the external evaluation, the project staff concentrated its energies on two evaluation efforts: Feedback/Feedforward and Group Growth.

Feedback/Feedforward was designed to structure opportunities for participants to share the meaning of the sessions for them. The classes were divided into three subgroups representing each of the constituencies. The same trainer met with his or her group for fifteen minutes at the end of the Retreat and at the end of each of the five full-day sessions. (See Attachment 10) Participants were asked to highlight the helpful learnings and identify areas that could be improved. These comments were summarized and used as data for planning the next session. Many helpful adjustments were made using this evaluation method. A sample of Feedback/Feedforward is included in Attachment 11.

Since the external evaluators were also assessing program components, frequent communication was maintained with them. They alerted the staff to any potential difficulties that emerged from their data and shared final class evaluations which were used to plan the subsequent class.

Group Growth is an instrument designed to measure members' perception of the growth of the group over time, and was administered at the beginning of the Retreat and at the end of the last session, a six-week span. Attachment 12 summarizes which items were statistically significant beyond the .01 level. In every class, considerable group growth took place. All items taken together reflect the degree of cohesion achieved during the program. In Class IV the magnitude of this pre-post gain was significant and exceeded those gains of Classes I through V, as indicated by the data presented below.

### Total Test Score Comparisons

#### Class I

| <u>Pre</u> | <u>Post</u> | <u>T</u><br><u>Value</u> | <u>P</u><br><u>Value</u> |
|------------|-------------|--------------------------|--------------------------|
| 83.19      | 105.48      | - 6.01                   | .000*                    |

#### Class II

| <u>Pre</u> | <u>Post</u> | <u>T</u><br><u>Value</u> | <u>P</u><br><u>Value</u> |
|------------|-------------|--------------------------|--------------------------|
| 81.53      | 117.17      | -10.96                   | .000*                    |

#### Class III

|       |        |        |       |
|-------|--------|--------|-------|
| 81.63 | 112.25 | - 8.14 | .000* |
|-------|--------|--------|-------|

#### Class IV

|       |        |        |       |
|-------|--------|--------|-------|
| 87.88 | 122.08 | - 9.70 | .000* |
|-------|--------|--------|-------|

Total Test Score Comparisons (Cont'd)

Class V

| <u>Pre</u> | <u>Post</u> | <u>T</u><br><u>Value</u> | <u>P</u><br><u>Value</u> |
|------------|-------------|--------------------------|--------------------------|
| 78.70      | 112.29      | - 7.69                   | .000*                    |

External Evaluation

Late in 1977, Formative Evaluation Research Associates (FERA) was asked to develop the evaluation component for the proposal for the University/Community program. When the program was funded, they were engaged as the external consultants for evaluation.

In January, 1979, FERA and the Project Staff met to review purposes, scope, activities and organization of the evaluation design. This was consistent with FERA's client-centered approach, meaning that the project staff became involved in the evaluation process at each stage, from design through data reporting. Evaluation using this approach is seen, essentially, as a learning process aimed at providing useful information to decision makers.

So as not to unwittingly distort the report of FERA, the Executive Summary is included verbatim. The total report may be obtained by writing to the Office of Team Leadership Development, Admissions 206, The University of Akron, Akron, Ohio 44325.

The project staff is convinced that this comprehensive approach to evaluation (external/internal; formative/summative) provided extensive useful information about the program.

\*p < .01

UNIVERSITY/COMMUNITY TEAM LEADERSHIP PROGRAM

AN EXECUTIVE SUMMARY

for

THE UNIVERSITY OF AKRON

February, 1981

submitted by:

John A. Seeley, Ph.D.  
Project Director

F E R A

Formative Evaluation Research Associates



## INTRODUCTION

This Executive Summary assesses the impact of the University/Community Team Leadership Development Program sponsored by The University of Akron. Impact on participants and on aspects of The University and community are reviewed. As a final summary, it brings together information collected from various sources. Copies of the full report are available from the Office of Team Leadership Development.

The University of Akron contracted with Formative Evaluation Research Associates, Inc. (FERA), a non-profit, tax-exempt research group in Ann Arbor, Michigan, in May 1979. The contract, as modified, provided evaluation services for the period of May 1979 through December 1980. During this period, the Office of Team Leadership Development on The University of Akron campus conducted four leadership classes for 30 participants each as part of its University/Community Team Leadership Development Program. Experience with these classes is the focus of this evaluation.

Two evaluative purposes shaped the research effort. First, information was gathered early in the program to guide its subsequent development. Second, information was accumulated to assess the program's impact and general merit, and to help inform decisions about its continuation. Program staff and outside evaluators worked interdependently in a mutual learning effort to help make the program as effective as possible.

# I. PROGRAM DESCRIPTION

The University/Community Team Leadership Program grew out of previous similar efforts at The University of Akron. Funded by the W.K. Kellogg Foundation, the program's goals were:

Goal #A: *To develop University and community relationships through which leadership in the many constituencies can be identified; leadership participation in the University/community activities can be encouraged; and cooperative ventures can be increased.*

Goal #B: *To provide participants with the opportunity to develop team leadership skills.*

The overall program was designed for four classes of 30 participants each. The first class began in September 1979, and lasted for six weeks. The other classes began in January, April, and September of 1980. They, too, were six weeks long and followed a similar sequence of activities. This included an initial two-day retreat and five weekly sessions filled with various mini-lectures, group and individual exercises, and discussions. Content ranged from communication skills to leadership styles, conflict management, and organizational/community diagnosis.

## II. EVALUATION APPROACH

The purposes of the evaluation were to help shape the program and to assess its impact. The design balanced formative and summative information needs. The data collection methods were eclectic using diaries, questionnaires, and face-to-face interviews plus many program materials and records. Reporting methods were both oral and written. The design and implementation of the study involved considerable interaction between The University of Akron representatives and FERA researchers.

The general data collection pattern for each class was to measure attitudes before the class began and gather program reactions and information on skill and knowledge gains after the program was over. Also, a follow-up telephone interview was conducted with 30 individuals, ten from each of the three classes in July of 1980. A face-to-face impact interview was conducted with 12 University and community leaders in November of 1980. The major data source was the post-program questionnaire, administered to approximately 120 people. The return rate was an encouraging 73 percent.

### III. MAJOR FINDINGS

The findings clearly and unambiguously indicate that the program was successful. Participants believed their leadership skills and knowledge increased because of participation in the program. Further, participants applied their learnings in their professional, civic, personal, and family lives. They know more about the University and community, and their commitment to act on problems in those areas increased. Not surprisingly, the participants found the program well conceived and organized, and rated their instructors very highly. Respondents expressed little discontent with various aspects of the program, but did focus on the community action group as an area needing improvement.

#### Participant Learnings

Participants gained knowledge and skill in many areas of leadership. They believed they were more effective leaders because of the program (Table 1, page 4). They also applied their new learnings in important situations (Table 2, page 4). Further, the usefulness of what was learned seems to persist as the following question and answer from 30 follow-up interviewees indicates.

QUESTION: How useful currently do you find the knowledge and skills you gained during the Team Leadership Program?

ANSWER:

33%(16) very    17%(5) quite    23%(7) somewhat    7%(2) not too    - not at all



TABLE 1: DO YOU BELIEVE YOU ARE A MORE EFFECTIVE LEADER BECAUSE OF PARTICIPATION IN THE TEAM LEADERSHIP PROGRAM?

| RESPONSES                                  | CLASS    |      |      |      | FOLLOW-UP<br>(30) |
|--------------------------------------------|----------|------|------|------|-------------------|
|                                            | N = (23) | (21) | (24) | (20) |                   |
| Yes, much more effective                   | 22%      | 24%  | 21%  | 40%  | 48%               |
| Yes, somewhat more effective               | 57%      | 71%  | 54%  | 55%  | 41%               |
| I'm about as effective<br>as I was before. | 17%      | -    | 21%  | 5%   | 7%                |
| I am less effective                        | -        | -    | -    | -    | -                 |
| I can't tell yet.                          | 4%       | 5%   | 4%   | -    | 3%                |

TABLE 2 : HAVE THERE BEEN IMPORTANT SITUATIONS IN THE LAST SEVERAL WEEKS IN WHICH YOU HAVE APPLIED ANY NEWLY ACQUIRED SKILLS OR KNOWLEDGE FROM THE TEAM LEADERSHIP PROGRAM?

| CLASS      | YES | NO  |
|------------|-----|-----|
| I          | -   | -   |
| II         | -   | -   |
| III (N=23) | 44% | 57% |
| IV (N=24)  | 71% | 29% |

### Program Reactions

Participants reacted positively to the content of the program. From assessing an inventory of ten learning areas we discovered that participants were most satisfied with their learning in the areas they felt were most important to them, such as new leadership skills, their own leadership style, and group process theory.

The participants reacted positively to the educational and administrative organization of the program (Table 3, page 5). Class IV participants reacted the most favorably.

TABLE 3: PROGRAM REACTIONS

Scale example:

tried to cover  
too much

1

2

3

4

5

tried to cover  
too little

| THE PROGRAM ...             | DESIRED<br>SCORE | CLASS            |                  |                  |                  |                             |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|-----------------------------|
|                             |                  | I<br>N=23        | II<br>N=21       | III<br>N=21      | IV<br>N=20       |                             |
| was well organized          | 1.0              | $\bar{x}$<br>2.0 | $\bar{x}$<br>1.3 | $\bar{x}$<br>1.5 | $\bar{x}$<br>1.3 | was not well organized      |
| was challenging             | 1.0              | 2.3              | 1.9              | 2.3              | 1.7              | was boring                  |
| was enjoyable               | 1.0              | 1.6              | 1.2              | 1.4              | 1.2              | was unenjoyable             |
| was confusing               | 5.0              | 3.7              | 3.2              | 3.8              | 4.4              | was clarifying              |
| tried to cover too much     | 3.0              | 2.0              | 2.8              | 2.3              | 2.4              | tried to cover too little   |
| was too structured          | 3.0              | 2.7              | 2.9              | 2.9              | 3.0              | was too unstructured        |
| was too theoretical         | 3.0              | 2.5              | 2.8              | 2.7              | 2.6              | was too practical           |
| emphasized content too much | 3.0              | 2.9              | 3.1              | 2.9              | 3.0              | emphasized process too much |
| included too many lectures  | 3.0              | 2.9              | 3.0              | 2.9              | 3.0              | included too many exercises |

While the six trainers were rated differently in effectiveness, overall they were extremely effective. For Class IV, the three trainers were rated 3.9, 3.9, and 3.8 on a four-point effectiveness scale.

Generally, we found that participants' expectations were well met and that the experience was definitely worth their time (Table 4, page 6).

TABLE 4 : WAS PARTICIPATION IN THIS PROGRAM WORTH THE TIME  
AWAY FROM YOUR OTHER RESPONSIBILITIES?

| CLASS | N  | YES,<br>DEFINITELY | YES,<br>PROBABLY | NO | CAN'T TELL<br>YET |
|-------|----|--------------------|------------------|----|-------------------|
| I     | 22 | 68%                | 23%              | -  | 9%                |
| II    | 20 | 80%                | 20%              | -  | -                 |
| III   | 23 | 65%                | 30%              | -  | 4%                |
| IV    | 21 | 91%                | 5%               | -  | 5%                |

Through interviews with University and community leaders, we discovered that the program had a positive impact in the following three areas: the personal development of participants, facilitating better communication, and symbolizing the University's commitment to its urban environment.

These interviewees also mentioned a number of strengths and weaknesses offered below as food for thought.

#### Strengths

- Trainers
- Diversity of the three groups
- Integration of the three groups
- Student participants
- Task force projects
- Community development
- Mr. Buchtel's leadership
- Individual module design
- Module sequencing
- Program organization

### Weaknesses

- Study/action groups
  - Program is too conceptual and technique-oriented
  - Too many different trainers in one class
  - Unsuccessful application of skills in tough settings and crisis situations
  - Needs more assertive outreach and leadership
  - Too slow to develop visibility
  - Needs male instructors
  - As a tool for organizational change, it is too little, too late
- 

### IV. PROGRAM IMPACT--WHY

There is little doubt that the program had a positive and substantial impact, especially on participants. Five dimensions of the program are, in our mind, key determinents of its success. These include:

1. the high calibre of the individual modules.
2. the effectiveness of the trainers.
3. the form of the program, e.g. module scheduling and number and length of the sessions.
4. the identification of highly motivated learners.
5. The University of Akron's special attention to the program.



## V. FUTURE ISSUES

Eight issues were identified as important to the future success of the program. They are primarily issues of institutionalization. The program is moving from grant money to institutional money in a time of retrenchment. It must define its clientele and become credible and visible in an environment of financial stringency. These tasks require strong leadership and cooperative efforts to both reach out into the institution and community, and maintain the high educational quality of the program.

## VII. DISSEMINATION AND UTILIZATION

In Increasing the Impact (W.K. Kellogg Foundation (1979)), Jack Lindquist suggests there are three distinct processes in seeking improvements through model programs: generation, dissemination and utilization. He states:

The new thing must be transmitted from its place of origin elsewhere in order that others use it; and that transmission is called dissemination. Just getting an innovation from developer to audience is not the object of either development or "dissemination." The object is use of that model by its audience, and that process is called "utilization."

This section reviews the efforts in both the dissemination and the utilization process.

Newsletters, publications, papers, workshop presentations, national speakers and correspondence have been used as vehicles for describing the program, its progress and results.

Six issues of a newsletter, Team Leadership: The University of Akron/The Akron Community, were published from April 1979 to March 1981 and distributed to all faculty, administrators and an off-campus mailing list, totalling approximately 1200 individuals. (See Attachment 13)

Publications, papers and workshop presentations completed during the program and which drew on the University/Community Program and its predecessor program (The W.K. Kellogg Foundation for The Development of Team Leadership at an Urban University) were:

- Foster Buchtel, Barbara Hazard, Velma Pomrenke and Anne Terrill, Student Leader Handbook, in preparation.
- Velma Pomrenke, "Team Leadership Development," Chapter 3 in New Directions for Institutional Research: Effective Planned Change Strategies, (G. Melvin Hipps, ed.) IX: 1, No. 33 San Francisco, CA: Jossey-Bass, March 1982.
- Foster Buchtel, "Case Study: The University of Akron Experience," Chapter 5 in New Directions for Institutional Research: Effective Planned Change Strategies, (G. Melvin Hipps, ed.) IX: 1, No. 33, San Francisco, CA: Jossey-Bass, March 1982.
- Stuart Terrass and Velma Pomrenke, "The Institutional Researcher as Change Agent," Chapter 5 in New Directions for Institutional Research: Increasing the Use of Institutional Research, (Jack Lindquist, ed.) VIII: 4, No. 32, San Francisco, CA: Jossey-Bass, December 1981.
- Connections, American Association of State Colleges and Universities, Washington, D.C., (Kurt Smith, ed.) (featured the Team Leadership Development Program, focusing on how a university develops human services for goal achievement), September 1981.

Publications, paper and workshop presentations (Continued)

- Stuart Terrass, Gary Gappert and Velma Pomrenke, "The Invention of Alternative Futures for Institutional Research," 6-hour workshop, 21st Annual Forum, The Association for Institutional Research, Minneapolis, MN., May 17-20, 1981.
- Anne F. Terrill, "Alternative Strategies for Developing the Generalist," Selected paper presented at Faculty Educational Conference, The University of Akron, February 10, 1981.
- Foster Buchtel, "Integrating Planning and Institutional Research in Medium-Sized Universities," Chapter 30 in Improving Academic Management: Handbook of Institutional Planning and Institutional Research (Marvin Peterson and Paul Jedamus, Editors), San Francisco, CA.: Jossey-Bass, 1980.
- D. J. Guzzetta: "Development of Team Leadership," Paper, 18th Annual Meeting, American Association of State Colleges and Universities, San Francisco, CA., November 20, 1980.
- Stuart Terrass and Velma Pomrenke, "The Institutional Researcher as a Change Agent," 6-hour workshop, 20th Annual Forum, The Association for Institutional Research, Atlanta, GA., April 27-May 1, 1980.
- Velma Pomrenke, "Program Evaluation: Three Problem Areas" 1979 Selected Paper Series, Organizational Development Division, American Society for Training and Development.
- Foster Buchtel: "Faculty and Administrative Development for Better Involvement in University Decision Making," Proceedings, Academic Administrators Workshop, 9th Annual Conference, American Institute for Decision Sciences, Chicago, IL., October 1977.
- Foster Buchtel and D. J. Guzzetta: "The Development of Team Leadership at an Urban University," Proceedings, Academic Administrative Workshop, 9th Annual Conference, American Institute for Decision Sciences, Chicago, IL., October 1977.
- David DeShon: "The W.K. Kellogg Foundation Program at The University of Akron: If We Had it to do Over Again--Hindsight and Foresight," Proceedings, Academic Administrative Workshop, 9th Annual Conference, American Institute for Decision Sciences, Chicago, IL., October 1977.
- Eugene Maio and Foster Buchtel: "The Importance of Team Leadership to the Urban University's Mission," Invited Paper, National Invitational Conference, "Toward the Urban University," Northeastern Illinois University, Chicago, IL., May 9-10, 1977.

In keeping with the objective of improving leadership through exposure to nationally known authorities in higher education, the University/Community Program sponsored Breakfast Forum Speakers. They were:

- Dr. John Seeley, Senior Associate, Formative Evaluation Research Associates, Ann Arbor, Michigan, "Evaluation in Higher Education: Competing Needs and Competing Paradigms." January 31, 1979.

## Breakfast Forum Speakers (Continued)

- Dr. Ronald Boyer, Director, Institute for Research and Training in Higher Education, The University of Cincinnati, "Leadership and Organizational Improvement," April 9, 1979.
- Dr. James Bosco, Professor of Teacher Education and Dr. Stanley S. Robin, Professor of Sociology at Western Michigan University, "Establishing and Maintaining Inter-Institutional Collaboration: Leadership, Organizational Insight and Luck," March 13, 1980.
- Dr. Rex Stockton, Associate Professor, Department of Counseling and Guidance, Indiana University, "The Relation of Group Dynamics to University Organizations and the Change Process," April 15, 1980.
- Dr. Michael Maccoby, Director of Technology, Public Policy and Human Development, Kennedy School of Government, Harvard, "Discovering and Understanding Good Leaders," April 29, 1980.
- Dr. Jack Lindquist, Director, Institute for Academic Improvement, Memphis State University, "Strategies for Change," November 18, 1980.

The proposal for the University/Community program suggested that "Mini-Kellogg classes would be available for target populations--e.g., specific agencies or departments, specific managerial or work groups--upon request." It is a safe assumption that requests for such "spin-offs" could be used as indicators for the utilization phase described by Lindquist. Attachment 14 demonstrates that many university and community groups have seen the usefulness of the program for their own organization. Since January 1, 1979, 35 programs have been utilized for a total of more than 300 hours of instruction, ranging from 2-32, for more than 1400 participants.



### VIII. REFLECTIONS, RECOMMENDATIONS AND FUTURE PLANS

In the proposal to the W.K. Kellogg Foundation requesting support of the program for the Development of a Model Network of University/Community Team Leadership, the experience and success gained over the previous two years in designing and implementing an Urban University Team Leadership Development Model for Administrators and Faculty was cited as a valuable foundation. It was also recognized that an urban university is only one of many agencies within a metropolitan area, and, if we were to develop a true model of team leadership development for an urban university, we must involve students and community representatives as well as the faculty and university representatives who were the basis of the "original team." This would also provide opportunities for our students to learn the importance of social responsibility through community involvement. We were confident that we could extend the faculty/administrator team leadership model developed in the original grant to students and community groups, thus establishing the goal of a completed team leadership model for an urban university, all the while recognizing the urban university's catalytic and coordinative role.

The above was translated into the following Goals and Objectives for the proposed program:

#### A. Goals

1. Build on the existing network between the university and the more than 200 community organizations, agencies and businesses to develop cooperative university and community team leadership.
2. Identify new leadership resources on the campus and within the community.
3. Establish the Kellogg Team Leadership model as a continuing activity involving the community and coordinated through The University of Akron.
4. Provide students of all ages--i.e., traditional and non-traditional ages--with the opportunity to develop team leadership skills as part of their educational experience.
5. Establish a resource pool of intra-and inter-university and community-at-large leaders.
6. Assist other universities and colleges in understanding and adapting team leadership programs to their own environments.

#### B. Objectives

1. Identify community leaders--existing and potential--representing a distribution of agencies and interests.
2. Identify students with leadership potential, drawing upon the wide age range of the urban university student population of teenagers to retirees.

3. Improve understanding of relationships between the university and the community.
4. Improve the participants' awareness of their own needs, goals, motivation and prejudices as leaders.
5. Improve the participants' understanding of factors that influence individuals and groups, dynamics of organizations and change theory, basic concepts and practices of personal growth and leadership training.
6. Improve the participants' understanding of the needs, feelings, perceptions, goals, and problems involved in interpersonal, intergroup relationships.
7. Improve the participants' capabilities to diagnose what is wrong when groups or organizations are not operating effectively, use procedures and methods that will be most effective in these situations, perform a variety of required leadership functions, evaluate and learn from their own experience, and help others to improve their own competency as members and leaders.
8. Improve the quality of participants' decisions by their understanding the relationship between the decision-making process and team leadership.
9. Establish new patterns of university/community cooperation.
10. Increase the number of cooperative activities involving university faculty, students and community leaders.
11. Establish a collaborative network for the Kellogg Team Leadership model involving the Office of the Vice President and Dean of Student Services, the Office of the Executive Dean of Continuing Education and Public Services, and the Office of the Assistant to the President.
12. Further organizational development and planning theory and practice for university personnel, community leaders and the students through the coordinated efforts of the Office of the President and the Commission on Institutional Planning and Development.
13. Increase the existing resource pool of university personnel, community leaders and students skilled in the use of the Kellogg model.
14. Establish teams of trainers who are experienced in the use of the Kellogg Team Leadership model to provide consultation, assistance, training and evaluative services for target groups.
15. Assist interested university and community teams to initiate programs based on the Kellogg Team Leadership model.

As discussed earlier in this report, we were successful in meeting the above Goals and Objectives. However, because of the subjective nature of the change process, particularly when it emphasizes the human resource development and

cultural change focus, it is difficult and often debatable to provide direct relationships between evidence and indicators on the one hand and achievement of Goals and Objectives on the other. Further, if the program is truly successful, the evidence will be forthcoming over a long period of time, much of it not becoming apparent until three or more years following the program. Thus, we must also rely on anecdotal and qualitative indicators of success to grasp at least a sense of whether we are on the right track toward achieving the change that we have set out to accomplish. Therefore, to add another dimension to the program evaluation reported earlier, it may be useful to reflect on a sampling of vignettes:

- One community participant confided in the Project Director that she was encouraged to take on a new organizational responsibility of coordinating the local exhibition of a national art show, involving a number of community groups and fraught with "value politics," because of the training she had received through the Team Leadership Program and the contacts she had been able to establish. The use of the network established through the program helped her identify quickly the potential exhibition sites in the greater Akron area (none of which were suitable for the show, necessitating a move to Cleveland). Further, she reported that the skills and insights gained through the Team Leadership training facilitated her establishing the organization for the show.
- Two student participants ran for different government offices-- City Council and State Representative--with encouragement of many whom they had met and worked with through the Team Leadership program. The one student shared with the Project Director the value of the Team Leadership training for the campaign organization and conduct.
- One of the trainers has taken a two-year leave of absence to be the Executive Director of a newly organized Metropolitan Human Services Commission. She reports that the reinforcement of learnings and the addition of new learnings in organizational and interpersonal dynamics encouraged her to take on this responsibility and has been of considerable assistance as she launches the new program designed to work with the human service agencies in Summit County to plan better use of their services. Further, several members of the Commission, as well as a number of Agency Directors with whom the Executive Director must work, were participants in the Team Leadership program, thus facilitating the establishment of a new network in support of the Metropolitan Human Services work.
- The establishment of the Student Development Office reporting to the Vice President and Dean of Student Services and responsible for developing more student self-help networks and leadership programs is a direct result of the program. This Office is also working closely with the Office of Team Leadership Development in continuing Team Leadership Development Workshops for student groups and student leaders.
- One participant shared with the Project Director the information that she had left her employment and returned to school for further study and development of career opportunities. She attributed



the courage and awareness to make this move to the insights she gained through the Team Leadership program and her ability to look at her work situation in a more constructive light vis-a-vis her own aspirations.

- A foreign student participant in the program was concerned about being admitted to the MBA program at Harvard University. Fellow participants and trainers in the program rallied to his help, advising him on the right persons to see and helping with letters of reference. When he was admitted, many of his fellow participants threw a spontaneous party of celebration for him.
- The transfer of the Office of Team Leadership Development from the Office of Assistant to the President to University College was influenced strongly by the request of many students that this type of program be made a regular part of student training through the curriculum.
- One participant, a Vice President for a local management and financial consulting firm, described to the Project Director and at least one trainer, her adaptation of the techniques and training modules from the Team Leadership Program for their own consulting operations, extending this approach into the business world--primarily small businesses.
- A graduate student in Guidance and Counseling and a non-traditional student (post-40 age group) adapted the learnings and techniques of the program into her own academic programming. In addition, she has subsequently volunteered to work with the Office of Team Leadership Development, facilitating and conducting a number of programs.
- An undergraduate student, bright but exceptionally quiet and retiring, shared with the group the value the program had for him allowing him to become more constructively assertive in his classes and his student leadership activities. The emergence of this student's leadership potential, allowing his insights to be shared with others, was readily apparent.

In addition to these anecdotal, inferential indicators of success, there were the more tangible activities such as those described in earlier sections for the Study Action Groups and the Internships. All of this, however, begs the questions of (a) the more permanent transference of the activities into an ongoing and growing University/Community team for community involvement and progress, and (b) the overall success of the program as a model adaptable to other higher education/community needs.

Many of the seeds planted during the program--in learning, in actual activities, in developing new interrelationships and insights--are continuing to grow into healthier and more complex networks of cooperation. Others, after an initial contribution, have died. In net, there has been progress toward the goal of continued and improved University/Community teamwork. Further, the maintenance and maturing of the results of the program are assured by a number of parallel activities:



- The assignment of the Office of Team Leadership Development to the University College, working closely with the Adult Resource Center of the Continuing Education and Public Services Division, to assure linkage of faculty, students and community in ongoing training, workshop and informational activities.
- The additional commitment of the Adult Resource Center to work closely with the Office of Team Leadership Development in its own outreach activities for individuals and groups.
- The identification of the Office of Assistant to the President and the Deputy Mayor for Economic Development as the major communication points between the University and the City to assure clear and more frequent sharing of information and programs, as well as exploring further cooperative activities. Both of these offices have tangible connections with the Office of Team Leadership Development and the participants from the City and the University in this program. Further, these two offices are the nucleus of an informal seven-person committee representing the County, the City, private industry and the University for on-going exploration of cooperative ventures (e.g., a joint tenancy structure to span the railroad tracks separating the City and the University; a technology transfer center; an economic re-vitalization program).
- The establishment of the Student Development Office reporting to the Vice President and Dean of Student Services, assuring a formal linkage with Student Leadership training.
- The attention given to environmental and community service considerations in the recently launched five-year planning activity at The University of Akron.
- The continuation of the Team Leadership Breakfast Forums with the addition of joint sponsorship involving other campus "agencies," depending on the subject matter. For example, two recent Breakfast Forums teamed the Office of Team Leadership Development with the Center for the Study of Higher Education at The University of Akron to bring to the campus (a) Dr. Herman (Reck) Niebuhr, Assistant to the President for Planning Coordination at Temple University, to talk about the implications of a larger system of human learning for university/community relationships and planning, and (b) Dr. Donald E. Walker, President of Southeastern Massachusetts University, to talk about realistic models of higher education leadership and administration.
- The development of three programs for which outside funding is being sought, and which are spinoffs or "emissaries" of the University/Community Team Leadership program: "Developing Leadership in Traditionally Oriented Freshman University Women," "Youth/Adult Team Leadership Development for Community Action," and "A University/Community Volunteer Associate Program" (to demonstrate a means of effective use of volunteers in a university setting).
- The preparation of a handbook for student personnel administrators and student leaders to provide instructions and guidance in adapting the University/Community Team Leadership training design and modules to similar training programs on their own campuses.

One of the more frustrating aspects of the Program was "tapping the Community." The discouraging reality is that there is "no one community," but rather, a large complex of individual domains each with persuasive evidence and argument that it is the community. Relationships among these individual claimants is scant--surprisingly so in areas where it would seem apparent that there should be closer working relationships. However, coalescences do form according to perceived needs and crises. Thus, there is no single entry point to the community, as the community as we like to think of it is really a large, diffuse form of a matrix organization. Once this is recognized, as it was almost "after the fact" for this program, the discouragement takes a more optimistic turn. For, along with the suggestions that our knowledge of matrix organizations provides for approaches to making the coalescing of differing claimants more effective, we also recognize that the university is both one of the legitimate claimants to community reality and a miniature model of the matrix character of the community. This encourages us that the principles behind the initial Team Leadership Development Program for faculty and administrators are germane and generalizable to the larger complex of domains that collectively constitute the community.

This common thread of principles, coupled with the enthusiasm for cooperation demonstrated by the participants, the University, the City, the County and the Goals for the Greater Akron Area, made the Program for the Development of a Model Network of University/Community Team Leadership successful. However, the expanded awareness and insight we have gained--in large part through our involvement in this program--provide us with suggestions with promise for even more extended and deeper success for future programs that other partnerships of higher education/community may undertake. For example, more success for future programs might be possible if, in the design of the extended program to the community, more attention is given to such areas as the following:

- An assessment of the nature and pattern of voluntary social participation, including political activities and altruistic and helping behavior. More specifically, informal social participation, what determines the individual's discretionary use of time, a broader perspective on political socialization and behavior, both conventional and unconventional political participation, current and desired patterns of citizen participation in community planning and decision making. (See, e.g., D. H. Smith, J. Macaulay, and Associates: Participation In Social and Political Activities, Jossey-Bass, 1980)
- The means of creating and maintaining a psychological sense of community--of belonging, purpose and mutual support in the day-to-day life of people, rather than limiting the program activities to broader often too generalized issues that clouded the individualized sense. (See, e.g., S. B. Sarason: The Psychological Sense of Community, Jossey-Bass, 1974)
- Concentrate more on the state-of-the-art of forming and developing human services and resource networks of individuals for the exchange of ideas, services and resources for the mutual benefit of growth of all of its members. (Although this was the intent, and to some extent successfully so, of the overall program--more specifically the Study Action Groups and the Internships--retrospect suggests that more could have been done by paying more attention to the specific nature of these types of networks and organizing for their maintenance.) (See, e.g., S. B. Sarason, et al: Human Services and Resource Networks, Jossey-Bass, 1977, and S. B. Sarason and E. Lorentz: The Challenge of the Resource Exchange Network, Jossey-Bass, 1979.)

- Develop and conduct a parallel, yet related, workshop series for persons identified from middle and upper management by major industry, commerce, retail and educational establishments. The learnings developed through this workshop series would focus on ways of serving as successful volunteers for community services, service agency board members, and "initiative leaders" for community cooperation and progress. A formal network could then be established involving the participants in the two, parallel approaches, assuring stronger University/Community teams, with greater expectancy for success and tenure.
- In addition to the improvements toward probability of success for Study Action Groups and Internships that would be provided by the aforementioned parallel workshop series, initiate approaches similar to those described in "VII. INTERNSHIPS." (Brief, intensive Internships; Provision of academic credit for Internship experiences; Internship activities more easily conducted during hours available to participants; arrangements with employers for release time, etc.)

Another variation in the program design that may prove possible for others who wish to implement a similar program in their community would be to draw more heavily on the City and County training teams as part of the total activity. That is, rather than building a team of University faculty as the trainers with the understandable and unavoidable University bias in the full program--future programming could include a trainer on leave from a Municipal and/or County training department as a member of the team. This would also serve to provide one more linkage for ongoing cooperation between the University and the Community beyond the term of the grant.

Although the above discussion on ways of improving the program for future use may indirectly damn the program by its emphasis on improvement, we do believe that the extension of the initial Team Leadership Program to the Community was a success. It was successful both in the results of the program itself and in breaking new ground for further exploration and improvement. Indeed, it is the opinion of this University and the Community that this type of cooperation is essential for continued progress if not survival of all the institutions that form the Community. Toward this end, The University of Akron has committed itself to the establishment and continued support of the Office of Team Leadership Development, the Adult Resource Center, the Office of Student Development, and the Community liaison responsibilities affiliated with the Office of the Assistant to the President. These are, in fact, already moving us forward from the basis that was provided by the W.K. Kellogg Foundation-sponsored program for the Development of a Model Network of University/Community Team Leadership.



## FINAL REPORT

### DEVELOPMENT OF A MODEL NETWORK OF UNIVERSITY/COMMUNITY TEAM LEADERSHIP

## ATTACHMENTS

1. Brochure describing program objectives, activities and application procedure.
2. Program Summary provided in response to inquiries.
3. Editorials and Columns
4. Program Application.
5. Class Participants and Affiliations.
6. Questions and Answers: Study Action Groups.
7. Status Report of Study Action Groups, March 1981.
8. "City Campus Celebration Scheduled," Akron Beacon Journal Article.
9. Information and Application Procedures for Internships.
10. Agenda--Retreat and Class Sessions.
11. Feedback/Feedforward: Class IV.
12. Group Growth Evaluation Summary.
13. Newsletters, Team Leadership: The University of Akron/The Akron Community.
14. Utilization of Team Leadership Development Program, Jan. 1, 1979-June 30, 1981.



ATTACHMENT 1



**A PROGRAM FOR  
THE DEVELOPMENT OF  
UNIVERSITY/COMMUNITY  
TEAM LEADERSHIP**

**1979-1980**

**Jointly coordinated by  
THE UNIVERSITY OF AKRON'S  
OFFICE OF TEAM LEADERSHIP  
DEVELOPMENT  
OFFICE OF STUDENT SERVICES  
OFFICE OF THE EXECUTIVE DEAN OF  
CONTINUING EDUCATION  
AND  
PUBLIC SERVICES**

**Funded by the  
W.K. Kellogg Foundation  
Battle Creek, Michigan**

### **IN THIS PROGRAM. . .**

Over 100 participants from the greater Akron area and The University of Akron will have the opportunity to improve, practice and apply team leadership skills in:

- problem solving
- decision making
- communication
- motivation
- conflict management
- creativity
- leadership styles
- diagnosis of organizational needs
- group dynamics
- understanding organizational structure.

### **WHO WILL BE INVOLVED. . .**

Participants will be selected from:

- community members of the greater Akron area;
- students at The University of Akron;
- faculty and administrators at The University of Akron.

Criteria for selection include: potential for teamwork and leadership; concern for the greater Akron area; and willingness to work with others in community improvement.

### **THE PROGRAM. . .**

#### **Objective**

The program's objective is to bring together the energies of citizens of the greater Akron area and members of The University of Akron in cooperation with Goals for the Greater Akron Area as a constructive force for community change.

#### **Program**

A combination of learning and active involvement will be utilized. The "learning" portion of the program will:

- increase understanding of individual and group interaction;
- increase understanding of organizations with emphasis on how to plan for change;
- increase understanding of the inter-relationship between organizations—particularly the University and the community;
- increase understanding of issues—local, regional and national—as they relate to the community and community improvement.

The "active involvement" portion of the program will overlap the learning portion. In cooperation with Goals for the Greater Akron Area, participants will identify community tasks they will undertake as teams and, for some, individually as interns.

#### **Program Action Team**

Project staff, representatives of the community and University of Akron faculty, students and administrators will monitor the program and assist in modifying the learning portion of the program to assure its usefulness to the experiences of the participants.

**A Program for the Development  
of University/Community  
Team Leadership**

- ☐ Please send further information.  
☐ Please send an application form for participation.  
☐ Please send a brochure to the person I am recommending.  
☐ Other: \_\_\_\_\_

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_

Telephone \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Name \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_

Recommending

Telephone \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

## ACTIVITIES...

Activities will include:

- **Classes**—four classes of from 25 to 30 members will be conducted during the two-year period of the program. Each class will involve a mix of individuals from the resource group (community, students and faculty and administration) encompassing a variety of interests, background and experience.

Each class will meet for 45 hours over an approximate six-week period, divided between:

- a beginning weekend retreat;
- follow-up day-long and/or evening workshops.

Individuals will participate in one class convenient to their schedule.

- **Study Action Groups**—close study and analysis of issues affecting the community and the University will be started as a part of each class's activities, and continued to completion following the class.
- **Internships and Exchanges**—after completion of the class, participants will be encouraged and assisted in arranging internships or personnel exchange programs with community agencies, including The University of Akron.

**PROGRAM FOR THE DEVELOPMENT OF  
UNIVERSITY/COMMUNITY TEAM LEADERSHIP  
c/o OFFICE OF TEAM LEADERSHIP DEVELOPMENT**

The University of Akron  
166 Fir Hill  
Room 206  
Akron, OH 44325

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### NO PROGRAM FEE...

No fees will be charged to the participants. The program is supported by a grant from the W.K. Kellogg Foundation. Included are instructional materials, retreat costs (including transportation, food and lodging) and any other costs connected with the program.

### TO APPLY FOR THE PROGRAM...

Check the appropriate box, fill out and mail the attached coupon. An application will be sent to you. The selection of participants for each of the four groups in the program will be made by the program staff and the program action team.

### RECOMMENDATIONS...

The program staff is interested in receiving recommendations for participants in the program. If there is anyone you would care to recommend receiving this brochure, check the appropriate box, fill out completely (including information about yourself) and mail the attached coupon.

### FOR FURTHER INFORMATION...

Contact any member of the program staff or telephone the Office of Team Leadership Development, The University of Akron, Akron, OH 44325, phone: (216) 375-7893.

### THE PLANNING TEAM

The project chairman is D. J. Guzzetta, president, The University of Akron. The program staff members are:

Foster S. Buchtel, project director, phone: (216) 375-7568

Velma E. Pomrenke, program coordinator—faculty/administration, phone: (216) 375-7893

Barbara Hazard, program coordinator—students, phone: (216) 375-7907

M. T. "Ted" Oravec, program coordinator—community, phone: (216) 375-7575

#### Mailing Address

Program for the Development of  
University/Community Team Leadership  
c/o Office of Team Leadership Development  
The University of Akron  
166 Fir Hill  
Room 206  
Akron, OH 44325

The other members of the program action team, representing the community, students, faculty and administration, are:

Bruce Avolio  
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Patricia Dillon  
(junior in special education)  
Pauline Franks  
(associate university librarian)  
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(assistant professor of biology)  
Barbara Hiney  
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The University of Akron is an Equal  
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ATTACHMENT 2

A PROGRAM FOR THE  
DEVELOPMENT OF A  
MODEL NETWORK  
OF  
UNIVERSITY/COMMUNITY  
TEAM LEADERSHIP

1979 - 1980

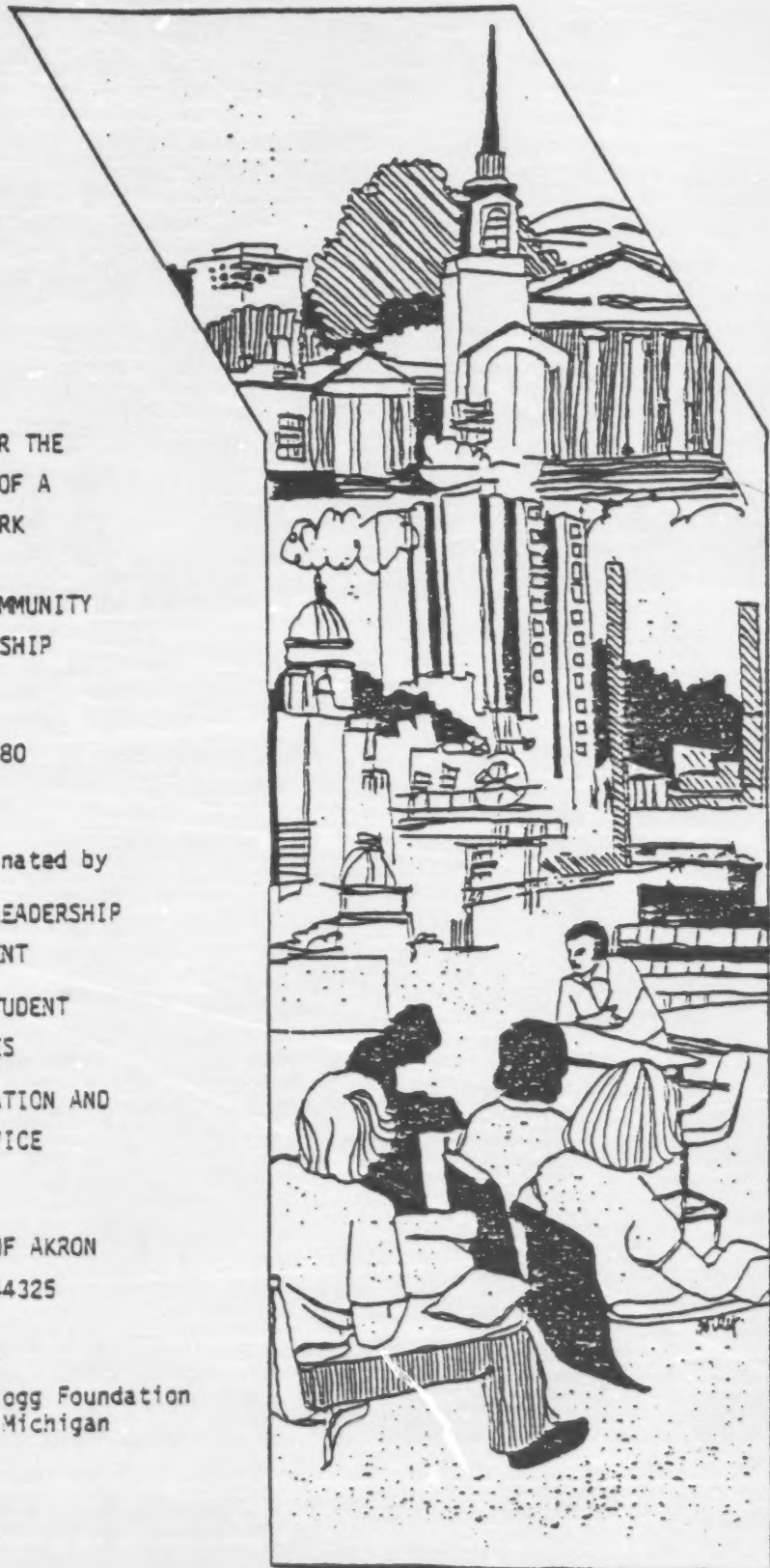
Jointly coordinated by  
OFFICE OF TEAM LEADERSHIP  
DEVELOPMENT  
OFFICE OF STUDENT  
SERVICES  
CONTINUING EDUCATION AND  
PUBLIC SERVICE

of

THE UNIVERSITY OF AKRON  
Akron, Ohio 44325

Sponsored by:

The W. K. Kellogg Foundation  
Battle Creek, Michigan



January 1979

We are pleased that the W. K. Kellogg Foundation shared the concern of the greater Akron Community and The University of Akron for the need to develop and demonstrate a model of effective community and university leadership partnership. The Foundation's support will make it possible to extend the team leadership concepts developed at the University under an earlier Kellogg grant to the total community.

We believe that team leadership is the appropriate mode for achieving results in this joint venture. Our working definition of team leadership might be helpful here:

A team is a group working together to achieve a common goal that could not be achieved as well--or at all--without the team members' mutually supportive efforts and contributions. Team leadership development includes: (1) growth in individual leadership capabilities; (2) learning and practice of capabilities necessary for effective team effort over and above individual leadership capabilities; and (3) recognition, development and use of the "dynamic" that the leadership of any group is constantly shifting and resting with whichever individual has the information and/or skills necessary to achieve the group's goals.

The historical cooperation between The University of Akron and the Akron area can only be strengthened through this program. More than this, however, is the potential this program will hold as a model for other universities and their communities. We are pleased to be a part of this program.



D. J. Guzzetta, President  
The University of Akron  
and  
Project Chairman

DEVELOPMENT OF A MODEL NETWORK OF UNIVERSITY/COMMUNITY  
TEAM LEADERSHIP

Sponsored by W.K. Kellogg Foundation  
January 1, 1979 - December 31, 1980

INTRODUCTION

The development of a Model Network of University/Community Team Leadership is a follow-up program to the W. K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University. The latter, designed at The University of Akron and supported by the Kellogg Foundation, was initiated in January 1976. One hundred and eight faculty and administrators participated in four classes of twenty-five to thirty members each. The classes consisted of a beginning Retreat and eight full-day classes. More than 200 additional University personnel (faculty, administrators and staff) have since been involved in "Mini-Kelloggs"; that is, shorter term team leadership development events.

On the basis of this strong beginning, it was recognized that a model of team leadership for an urban university must involve more than faculty and administrators. The model, in fact, must be a University/Community Team Leadership Model involving, also, student and community leaders, as today's urban university is an inseparable part of its total geographic region.

Therefore, with the further support of the W. K. Kellogg Foundation, The University of Akron is extending its team leadership development program beyond its successful base of faculty/administrative teams to the additional involvement of student and community leaders--existing and potential.

The following is a brief description of the goals and objectives, organization and projected activities of the University/Community Team Leadership Program. Interested persons or groups are encouraged to contact project staff listed on page 4 for more information.

GOALS AND OBJECTIVES

- A. Goal: To develop university and community relationships through which leadership in the many constituencies can be identified; leadership participation in university/community activities can be encouraged; and cooperative ventures can be increased.

Objectives:

- (1) To identify at least 200 potential participants in the program for each constituency (administration/faculty, students and community). Some criteria for that list shall be:
  - a mix of visible "top" leaders and less visible potential leaders.
  - a wide distribution of categories in each constituency (e.g., community: agencies, industry, business, neighborhood, etc.; students: undergraduate, graduate; non-traditional: minorities, etc.; administration/faculty: rank, colleges, etc.).
- (2) To conduct four classes of team leadership training with a maximum of 30 participants in each class representing an equal distribution of

administration/faculty, students and community leaders as well as a mix of visible and potential leaders.

- (3) To improve participants' understanding of current and potential relationships between the university and the community.
- (4) To use and enhance the existing network between the university and the community (e.g., use of Institute of Civic Education's contact with more than 200 community organizations).

- B. Goal: To provide participants with the opportunity to develop team leadership skills.

Objectives:

- (1) To improve participants' awareness of their own needs, goals, motivations and prejudices as leaders.
- (2) To improve participants' understanding of factors that influence individual interaction; interaction of individuals within groups; the dynamics of organizations; and external issues that effect individual and organizational behavior.
- (3) To improve participants' capabilities of diagnosing group or organizational problems using methods and procedures most effective in each situation.
- (4) To improve participants' ability to apply newly-learned concepts and practices to their own situations.
- (5) To provide opportunities through Task Forces and Internships for participants to apply concepts learned in the Team Leadership Program to identified problem areas.

- C. Goal: To establish The University of Akron's Team Leadership Development Model.

Objectives:

- (1) To establish the model at the University on the basis of a collaborative network between:
  - a) The Office of Vice President and Dean of Student Services (for students).
  - b) The Office of the Executive Dean of Continuing Education and Public Services (for existing and potential community leaders).
  - c) The Office of the Assistant to the President (for University administrators/faculty).



- (2) To encourage the use of the model as a medium for organizational development (i.e., improving collaborative abilities of organizational members and the problem-solving capabilities of groups within organizations).
- (3) To increase the existing resource pool of trainers experienced in the use of the model, trainers to be recruited from university personnel, students and community leaders.
- (4) To establish the structure by which groups interested in using the model can receive consultative, training and/or evaluative services.
- (5) To disseminate knowledge about the model and its potential usefulness through a variety of channels (e.g., newsletter; news releases; papers at local and national professional meetings; publications in journals; etc.).

#### ORGANIZATION

An underlying premise of the program is that wherever possible, programs are designed in collaboration with the participant group or its representatives. The organization of the University/Community program reflects this premise.

The University/Community Program reports to the President's Office through the Assistant to the President. The University of Akron's Commission for Institutional Planning and Development serves as the Project Advisory Committee, providing integration and ongoing university and community activities and planning.

In addition to the Project Advisory Committee, a Program Action Team, appointed by the Project Director and coordinators, consists of five representatives each of administrators/faculty, students and community leaders. The Program Action Team advises and initiates recommendations concerning logistics and content of the program toward the goal of "customizing" the program for the participants.

Keeping in mind modifications recommended by the Program Action Team or the Project Advisory Committee, a description of some projected activities follows.

#### ACTIVITIES

1. Retreats and Workshops. Four classes of 25 to 30 members each will be conducted. Each class will have a mix of community, student, faculty and administrative representatives. It is anticipated that each class will start with a weekend retreat (Friday P.M. through Sunday P.M.), include eight weekly one-half day classes, and end with a weekend retreat.

2. Study Action Groups. During the retreats and class sessions, each class will select an issue or need within the immediate four-county region that will become the class's "action objective". The team leadership concepts developed during the retreats and class sessions will focus on the attainment of this objective. Each of the four classes, then, becomes a study/action group working with appropriate community and university agencies to translate the identified issue into action toward resolution. Prior to the start of each class, a "shopping list" of needs will be identified in cooperation with the Goals for the Greater Akron Area.
3. Internships and Exchange Program. Following the completion of each class, the participants will be encouraged to arrange student internships with community agencies, and exchanges so as to reinforce insights and gain further understandings of the various "other" operations.
4. Mini Team Leadership Programs. It is anticipated that University/Community Program participants will see the value of shorter, closely focussed programs in team leadership development for groups of which they are a part such as work, service agencies, civic organizations, specific managerial groups, etc. Such Mini Team Leadership Programs will be available on request.
5. Combined Class Meetings. The successful breakfast forums with resource persons from off-campus, and involving all Kellogg Class Participants will be continued. In addition, a dinner meeting will be held at the end of the grant period, bringing together all of the participants, the advisory groups, governmental representatives, and a Kellogg Foundation representative. A nationally recognized leader in higher education and community affairs will address the group.
6. Newsletter. A program Newsletter will be developed, using participants as an editorial board and contributors. The Newsletter will be distributed to members of all representative agencies.
7. Dissemination. In addition to the Newsletter described above, participants and members of the program team will prepare articles and papers for delivery at professional meetings, describing the program, its progress and its results.

#### CONTACT

For further information, you are encouraged to contact:

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Public Service  
Program Coordinator for Community  
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Akron Beacon Journal  
September 11, 1980

AKRON BEACON JOURNAL 9/11/80

A football game and a bridge help*University, city forging new links*By David B. Cooper  
Beacon Journal Associate Editor

"YOU KNOW," she explained to a friend last Saturday, "I don't think I ever went to a football game I really enjoyed until we went to an Acme-Zip game."

This was fairly startling, coming from someone who once upon a time spent some fall afternoons watching the Maize and Blue in that huge stadium in Ann Arbor, and later the Tarheels in Kenan Stadium in Chapel Hill, N.C.

Watching with hometown loyalty, however, never with tremendous football enthusiasm. Pressures of jobs, graduate school for her and other interests have tended over the years to pull both of us away from the lure of spectator sports.

The Acme-Zip game, she told me later, is something different to her. It is a community event, not just a football game. It is a time and place, once a year, unique in this region.

The fact that the University of Akron won the other night in the team's opening game of the season helped, of course.

But to her, and many others of the 34,000 who packed the Rubber Bowl, that was just extra frosting. In fact, as soon as it became obvious that the Zips had this one locked up, her attention wandered, and she and a woman seated next to her engaged themselves in a long, serious discussion that had nothing to do with football.

But skydivers and fireworks and the



Cooper

chance to see friends or meet new ones on a gorgeous evening — all that had a strong appeal.

The event, which Fred Albrecht and the university have so enthusiastically promoted over the years, has unquestionably helped the university forge links with the community, with people throughout the region.

The university, with enthusiasm much of the time, with some reluctance some of the time, has been steadily building new bridges to the community for years.

A new one will be celebrated Friday and on into the weekend with the dedication of a real bridge, the new Center Street Bridge that now provides a more appealing and adequate link between the university and downtown than the narrow structure it replaced.

The university has packed the weekend with activities, designed to show off properly its new entrance from downtown and, also quite properly, to provide entertainment and enjoyment for anyone who wants to turn out for all or just part of a busy program.

In the process, the university will be showing off its new home for the Center for Continuing Education, now housed in a refurbished structure that for seven years had been the abandoned Union Depot.

The planning for all this involved much of the university, including President Dom Guzzetta and a new venture, called the Team Leadership Development Program. Sponsored by the W. K. Kellogg Foundation, it too, is an important mingling of town-gown interests, bringing together interested townspeople and university officials in programs and seminars designed to help people involve themselves in community leadership and development.

It is usually hard to gauge the effec-

tiveness of such programs, because the aim is to increase individual skills and motivation. But if only one in five of the participants later were to make a community or neighborhood contribution, the effort would be worthwhile. The goal, of course, is much greater than that. So, too, may be the eventual results.

If all goes as planned, an equally important new physical link between the university and the city will become a reality in the years just ahead.

That is the skyway planned north of the Center Street Bridge, to link the campus with the Morley Health Center, the Quaker Square area and downtown Akron.

For far too long, the university's western edge and the downtown's eastern edge have been separated by a moat, the railroad ditch that splits the two. Bridging the ditch, as is now gradually taking place, is more than just symbolic.

It is a necessity to make both the university and the downtown area work in a physical way. It is part of the answer to assuring that E. J. Thomas Hall not only remains a jewel in the university's crown but develops a stronger and rightful role in the cultural life of both the university and the region.

All of this is taking place as the University of Akron is proudly watching its enrollment approach the 25,000 mark and as the nearby Quaker Square complex has gained new importance with the opening of the Hilton in the once-abandoned grain silos.

In the long term, such developments are not unrelated in the life and history of a metropolitan region. They are significant developments. So, too, is a September football game that has become an annual community celebration.



Sunday, February 17, 1980

Akron Beacon Journal 15

## A team workshop

Exploring resources ... renewable resources ... human resources ... that's what Karl R. Rohrer Associates Inc., a local multi-disciplined engineering and architectural firm, has been doing.

Karl R. Rohrer, founder and president, believes in allowing his associates to keep abreast of opportunities to develop their talents, so recently he offered his employees an opportunity to share in a two-day Team Leadership Workshop at the Avalon Inn in Warren, Ohio.

The workshop, directed by the University of Akron's Community Team Leadership Development Department, was underway early Friday morning November 2nd, and the impact is still felt in the day-to-day operation of the company.

Rohrer Associates was the first private enterprise to sponsor and participate in a Team Leadership Workshop, directed by university members, Foster S. Buchtel, assistant to the president and Dr.

Velma Pomrenke, project coordinator, who have conducted similar workshops under "The W. K. Kellogg Foundation Program for the Development of Team Leadership at an Urban University." Dr. Coleman Major, Dean Emeritus of the College of Engineering acted as liaison between Rohrer Associates and the University.

The University of Akron was one of three universities in the country to receive the Kellogg Grant in 1975, and has expanded the program from its base of faculty/administrative teams to the involvement of student and community leaders.

The goals of the Kellogg program include identifying and building a pool of individuals with leadership potential; raising motivations and dedication levels; further individual development, teamwork and morale among the participants; increasing readiness to accept change, and improving the total environment for improved quality of decisions.



# Visible problems not

ATTACHMENT 3

Akron Beacon Journal  
January 25, 1980

## An agenda '80s for the

## always most critical

**Editor's note:** As we head into a new decade in northeastern Ohio, the Beacon Journal has asked more than 25 representatives of leaders in business, government and civic organizations from throughout the region to write their thoughts on a regional or local agenda for the next several years.

Today's article is by D. J. Guzzetta, president of the University of Akron.

By D. J. Guzzetta

THIS MONTH FINDS most of us preparing both for a new year and for a new decade — the decade of the '80s. While some are considering the usual collection of New Year's resolutions, others are looking to resolutions for the new decade.

Whether we are preparing 12-month resolutions or a 10-year agenda, we all find ourselves facing the same dilemma: Our resolutions or agenda should be practical and possible to assure action and results while, on the other hand, we should stretch our imaginations, dreams and hopes to help assure new ideas, creativity and innovation.



Guzzetta

To assure success on any agenda that is to be progressive, we must be willing to strike a delicate balance between the practical and the promise.

The following agenda which I believe we should pursue over the next 10 years attempts to do this.

- Now that we have taken a first and important step with the new county charter, we should focus on its successful implementation, moving forward toward the coordination of county-wide services and the exploration of tax-base sharing.

- We must become aware of new ways of looking at and solving the increasingly complex problems of a large urban area. We should not assume, for example, that the most visible problem is also the most critical problem. The regeneration of life, business and traffic for Akron's downtown is, without doubt, important.

But is it any more critical than the regeneration of our neighborhoods, or the dispersion of business, industry and employment throughout the county?

- As we work together toward the continued improvement of the greater Akron area, we should spend less time and energy in neutralizing opposition to new programs and ideas, and more time and energy in identifying and demonstrating the strengths of new programs and ideas. Our agenda should be emphasis on the positive.

- The cultural resources in the greater Akron area are a source of pride and growing interest. Unfortunately, the increasing demands are being met with limited resources for support of the cultural centers. An important agenda item for the 1980s will be regional support for cultural activities — both public and private.

- There has been an increasing amount of discussion concerning the establishment of residential areas in the downtown area of Akron. An agenda item for the first part of the next decade should be serious exploration and implementation of this concept. The University of Akron is interested in working with other appropriate agencies — private and governmental — in making this agenda item a near-future reality.

The Dec. 30, 1979, issue of the Beacon Journal included a number of excellent suggestions for improving the greater Akron area that should be included in our action agenda for the coming decade.

For example:

- A number of uses for the Rubber Bowl were suggested including a craft bowl, Easter at the bowl and a soccer bowl. The Rubber Bowl is a community facility that has still not been used to its fullest extent. The full use of this facility is one of the university's agenda items and it looks forward to working with other groups on selective, community-based projects that are appropriate to the Bowl.

- A "junk the litter" campaign was also suggested. Both Akron public school and University of Akron students already have demonstrated their dedication to our community in large numbers by volunteering to help where

ever possible. We should rally the interests and energies of these young people to run such a campaign on a volunteer basis.

- Another suggestion was attention to spanning the railroad tracks between downtown Akron and the University of Akron. We believe this should be given a high priority and implemented as soon as possible.

Currently the city of Akron and the University of Akron are cooperating to make the Center Street bridge an aesthetic addition to our plans of spanning the tracks when it is completed. The next priority should be enlisting the cooperation of the appropriate community agencies, including the Beacon Journal, in making the Morley Health Center-Quaker Square-E. J. Thomas Performing Arts Hall span a reality.

- The recommendation by the Beacon Journal that one location be established where all answers to community questions can be available at one stop is an important communication need. The University of Akron — through its Urban Studies Center and Adult Resource Center — is eager to establish such an operation in cooperation with the ARDB. Goals for the Greater Akron Area and appropriate governmental agencies.

- The Beacon Journal's suggestion that we need to find new faces to become involved in community projects, to serve on community boards and to volunteer assistance where needed is appropriate. The University of Akron is currently in the middle of a program for the development of university community team leadership under the sponsorship of the W. K. Kellogg Foundation to prepare persons for this type of involvement and visibility. The University is working closely with GGAA to make this project more widespread.

This random listing of important agenda items barely touches the surface of all that needs to be done. If there is any question in any of our minds about what is possible in the next 10 years, we only need to look back to what we have accomplished in the last 10 years.

In his inaugural address, our new mayor noted that "today's problems can become opportunities." At the University of Akron, we have a similar philosophy. We have no problems, only challenges. The University of Akron is not just willing, but anxious to work with

# Action prime goal now to get decade plans in gear

**Editor's note:** As we head into a new decade in Northeastern Ohio, the Beacon Journal asked more than 25 representatives of leaders in business, government and civic organizations from throughout the region to write their thoughts on a regional or local agenda for the next several years.

Today's article is by James W. Phelps, assistant to the president of McNeil Corp. and former Akron capital planning manager.

Other articles will follow daily except Saturdays.

By James W. Phelps

AS THIS SERIES of articles is reviewed, I think we will find that there is a well-conceived agenda for the Akron community. I expect improvements in downtown, implementation of the new county charter, the desire for new jobs and expanding industries to appear.

This consensus has been achieved through great effort on the part of many groups. The broad-based effort of the Goals for the Greater Akron Area program has been the cornerstone for identification and development



Phelps

## An agenda '80s for the

of most agenda items. The GGAA process has involved almost all segments of the community and includes goals which are very important in the eyes of almost all of the community.

The need now is to step forward with implementation plans to carry out the agenda in the 1980s.

This process of "carrying out" the community's agenda is changing. There are now many active community and civic groups as well as individual citizens who very articulately express the needs of the community.

In most cases these groups have not had the experience to efficiently translate a goal into an action plan and implementation. Many cities have already established a process of carrying out their community plans.

In 1964, Dallas organized and has since completed a comprehensive goal-setting effort and today has a strong community leadership base with an organizational system in place. Additionally, Dallas has a systematic process which encourages qualified citizens to become involved in serving their community in elected, appointed and volunteer positions. Both have been tremendous

assets in the positive development that is occurring in Dallas today.

Recently, Cleveland has formed, through local foundation grants, a program called Leadership Cleveland. The program funds are used to hire full-time professional staff to train in a formal setting the interested citizens of Cleveland in how they can better serve their community.

Leadership Cleveland has attracted such a large number of interested citizens that there is competition to become involved in the program. This effort, in the long term, will clearly benefit our neighbors to the north.

In Akron, much effort has already begun in the area of leadership training: A W. K. Kellogg Foundation grant funds the University Community Leadership Program, which is training 30 people so that they may be better community stewards.

The GGAA program has also been instrumental in bringing many Akronites to a new higher level of meaningful community action. These types of programs must continue. They are the foundation for the future strength of the community.

I believe as the community moves from setting goals and priorities to action-planning and implementation, I must have a clear plan to carry out the agenda. Traditionally, single individual have taken implementation responsibilities, much to Akron's benefit. Unfortunately,

nately, in today's complex world, the risk-reward quotient is working against continuation of individuals working alone.

What must be provided is an atmosphere of community confidence so that existing leaders can commit both personal and professional resources with the assurance of full community support. This type of community confidence is alive now in Akron, as evidenced by the successful efforts of the Goals for the Greater Akron Area in the adoption of the county charter.

By providing this type of environment for growth, there will be a multiplying effect taking place. Emerging community leaders will be encouraged

and gain confidence through their experiences, and as a process becomes more systematized it should be designed to encourage new leadership to enter into the system organized for progress.

I recommend the Akron community work to establish the proper environment so that there is no lost momentum in the transition from the 1970 goal-setting to 1980 implementation.

Akron has done very well in developing its agenda of projects and programs for the 1980s. To carry out the reshaping and to make the recommended improvements, a systematic process for implementation should be given a high priority on the agenda for the 1980s.



# More people must be given chance to lead community

ATTACHMENT 3

Akron Beacon Journal  
December 31, 1979

**Editor's note:** As we head into a new decade in Northeast Ohio, the Beacon Journal asked more than 25 representatives of leaders in business, government and civic organizations from throughout the region to write their thoughts on a regional or local agenda for the next several years.

Barbara Hiney, today's writer, is chairman of Goals for the Greater Akron Area.

Other articles will follow daily except Saturdays.

By Barbara Hiney

IT'S A BIT nostalgic saying farewell to a decade. But if goodbye to the '70s means so long to the "me" generation, let's embrace the '80s with enthusiasm.

Life, after all, was not invented for our individual self-fulfillment. True self-fulfillment comes from some sort of involvement with other human beings, just as substantive contributions to human betterment usually come from cooperative efforts.

As we move into the new decade and cast a lingering backward glance, we in the Akron area have reason to be proud. We're cooperating more often, and we're in many ways a healthier and more open community than we were in 1970. There's an increasing self-confidence and a consensus about our goals.

We even have a clear-cut example of how to achieve those goals. We can build on the concept of comprehensive leadership so clearly exemplified in the successful effort to adopt a Summit County Charter. The University of Akron calls it "team" leadership and offers our community a rare opportunity to be part of an innovative education program in team leadership development.

If we're going to achieve our goals



Mrs. Hiney

## An agenda '80s for the

through team leadership and train potential team members, we'd better open the whole process of community development to more people. Look at most boards and organizations and you'll see the same names again and again. Good names. Outstanding citizens. But the same ones.

Some of us who are those same names must discipline ourselves to step aside to give others the opportunity to be involved. We must search for our own replacements and share some of the gratification we get from our efforts. As we move on to different challenges, we must support those who take our places.

Along the line of opening leadership opportunities, we'd better take a hard look at the increased alienation of Akron's black community. I'm not talking about equal employment or integrated schools, I'm talking about leadership.

Name 18 black community leaders. If you can, you'll find most of them have come to us through the political arena, one of the few places they can directly challenge the establishment by going straight to the people. We must open the doors; we should have passed the stage of tokenism long ago.

We don't, after all, want to erase individuality as we work together. We need diversity to look at problems in a variety of ways. We need to communicate with each other to give originality a chance to surface; we need a combination of ideas to generate the kind of electricity which leads to action.

Other goals for the '80s?

We must make the new Summit County Charter work. We must encourage non-traditional candidates to be sure the people are offered a real choice

from a cross-section of Summit County citizens. The 89,000 voters who supported the charter must be even more discerning as they select the new county executive and council.

And we should be sure those new officials have access to governmental experts throughout the country as they begin the challenge of being the first of Ohio's 88 counties to have home rule. We can't stop there. We must institute a formal process to look ahead to additional reforms in county governmental structure and be ready to act as opportunities arise.

As our attention focuses on the public sector, let's find some equitable solutions to annexation issues to avoid the bitter conflict that makes working together impossible.

1980 should be the year we get to know and work with our neighbors in the Canton area. Opportunities for mutual cooperation and benefit are staggering.

In Akron, we must figure out a way to develop new single-family neighborhoods to keep young families in our midst.

We must clean up our city and streamline our public services. We need better policing of conditional zonings to be sure developers install and maintain improvements as specified.

We should broaden the base of support for the arts. The Ohio Ballet merits special attention. It already has achieved national recognition for its exceptional quality and significance in the dance world and so reflects prestige on the Akron area.

We should resolve to have fun in the '80s. Remember the bridge party, when thousands of us got together to watch the viaduct collapse? Akron's Sesquicentennial and our country's 200th birthday? We should consciously create opportunities for celebration as we intensify our efforts to work together to achieve our goals.

We'll get a splendid bonus — a com-

munity spirit of optimism, understanding and belonging that sets the stage for progress. It takes a certain audacity to decide you're going to be a force in the community. Like the audacity demonstrated by our newest political leader, Roy Ray. One day, he must have just said to himself, "Why not me?" And so a relatively unknown candidate became

Kapper, too. His campaign reflected a competence and maturity we should continue to utilize during the next-10 years.

What about you? How about living dangerously for a change? Do something daring in the '80s. Become a contributing partner in this grand community. Join the team.

# AKRON BEACON JOURNAL

C. L. KNIGHT, Publisher, 1907-1933

John S. Knight, Editor Emeritus

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Executive Editor

J. SCOTT BOSLEY  
Managing Editor

A4

Saturday, October 7, 1978

## Developing town-gown team

THE UNIVERSITY of Akron has received a grant of \$187,330 from the W. K. Kellogg Foundation to help develop university-community team leadership.

If \$187,330 will buy a partnership between the university and the community in setting goals and leading teams to accomplish them, both agen-

cies will be deeply indebted to the Kellogg Foundation. It's a worthy goal.

Even if the project results only in better communication between the two on what each plans to do that may affect the other, it would be money well spent, from this point of view.

Who knows, a philosophical link might even eventually lead to a concrete one — over the railroad tracks that separate the campus from downtown Akron.

But, first, University President D. J. Guzzetta says, the goal is to establish a model of university-community team leadership that develops university links not only with Akron but with a multicounty region.

How that is accomplished is a trifle obscure, but university officials say the same pattern will be followed as that used to develop a team leadership model for university personnel under an earlier Kellogg grant.

That generally involved several groups of university people in a series of workshops, seminars, lectures and retreats, studying, doing exercises and talking about how management decisions are made in a team approach, how to determine goals and how to involve a broad cross-section in achieving them.

*Maybe that beats bringing top officials in a university, city, business or social agency together to hammer out differences. That's up to the university to decide; it got the grant.*

But whatever the technique is for developing team leadership for a city and the university in it, we hope the project finds it. Then future decisions on where and whether to build a concourse over the railroad, where to find new dormitory space, in fact, how to build for a better future for both the community and the university together will be made jointly, not sepa-

ATTACHMENT 3  
Akron Beacon Journal  
October 7, 1978



Akron, Ohio-(I.P.)-A two-year grant from the W.K. Kellogg Foundation, scheduled for Jan. 1, 1979, through Dec. 31, 1980, will assist the University of Akron in "The Development of a Model Network of University/Community Team Leadership."

Funding for the program was provided on a basis of a proposal by University President D.J. Guzzetta, who will serve as project chairman, to involve students and community representatives as well as faculty and administrative personnel. "The idea for the program grew out of our highly successful Kellogg team leadership program of 1976-77 for university personnel," said Dr. Guzzetta.

One hundred and eight volunteers, selected teaching faculty and administrators, participated in the first phase of the program and more than 100 others have been involved in identified "spin-off" workshops. Numerous internships and task forces have developed, linking campus and community talents and needs.

Overriding goal for the new \$187,330 program phase is the development of the completed model of University/Community Team Leadership, which involves new and constructive linkages through the several county region of the university.

"Overall, the results of the first two years of the Kellogg Team Leadership Development Program have been positive and promising--a strong beginning," states Dr. Guzzetta. But he said the university must also involve more than faculty and administrators, as today's urban university is "an inseparable part of its total geographic region."

-30-

Long Beach, Calif.-(I.P.)-"Discussions concerning revisions in University curriculum requirements and the reform of general education will be of the highest priority in the Division of Academic Affairs this year," reports Vice President for Academic Affairs David Adamany of California State University, Long Beach.

#### Summary:

"1. To allow students to make better use of the University, I am recommending that each student take a one unit introductory course during the first semester in which he/she enrolls in more than six units of coursework. This one unit course would include modules on the University Library, on career planning, and on the history, missions, and structure of American universities.

"2. To recognize that in the modern world all problems are multi-disciplinary in nature, I am recommending that each student be required, as a condition of graduation, to take six units of coursework in specially designated interdisciplinary courses. Such courses could be three unit courses, each involving faculty and instructional materials from two or more disciplines. Or, they could be a series of three two-unit modules, taught separately by individual faculty from different departments, but organized by those faculty around common themes, problems, or topics.

"3. To assist students in developing additional skills, I am recommending that each department require students to take three units of skills necessary for excellence in their chosen discipline. At least two of these three units should be in writing skills unless a student 'tests out' by demonstrating a mastery of writing satisfactory to the department.

"Departments should specify other skills which would be appropriate for this requirement--e.g., computation, computer science, archival studies, etc. These disciplinary skills courses could be offered by the major departments as regular three unit courses.

# team leadership

DEVELOPED BY THE UNIVERSITY OF AKRON AND SUPPORTED BY THE W.K. KELLOGG FOUNDATION

## UNIVERSITY/COMMUNITY TEAM LEADERSHIP PROGRAM

### PARTICIPANT APPLICATION

Please submit the information asked for in this application to the best of your ability, using additional sheets if necessary. Since the University/Community Team Leadership Program is limited to 120 persons divided into four groups, selection decisions will be made by the Project Staff and the Program Action Team based on the information you provide in this application.

Applications should be return by June 22, 1979, to:

The Office of Team Leadership Development  
Admissions Building, Room 206  
166 Fir Hill  
The University of Akron  
Akron, Ohio 44325

If you have a different summer address, please note it on the application, in addition to your home address.

If there are any questions, please call 375-7893.

1. Name: \_\_\_\_\_

Address: \_\_\_\_\_

Home Tel. \_\_\_\_\_ Business Tel. \_\_\_\_\_

Place of employment: \_\_\_\_\_

Type of voluntary work: \_\_\_\_\_

Age Range: \_\_\_\_\_ 18-30 \_\_\_\_\_ 51-65  
\_\_\_\_\_ 31-50 \_\_\_\_\_ Over 65

2. Please describe your educational background, including informal as well as formal education.

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3. Please describe your organizational memberships and any offices you hold or have held.

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4. Please describe what you consider to be your significant activities during the past two years in relation to family, groups or organizations, work, etc.

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5. What skills or experience do you think you have that are useful for leadership?

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6. As you think ahead, what do you envision you may be doing in the next five to ten years with regard to career goals, leadership activities, family, etc?

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7. What do you think we can do to improve the Greater Akron area?

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8. In what ways do you see the university and community working together for their mutual benefit?

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9. Why do you want to participate in this program?

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10. Please rank the classes in order of your choice (1 is first choice).

\_\_\_\_ Retreat, Friday and Saturday, September 14 and 15, 1979.  
5 Fridays, 9 a.m. to 4 p.m., Sept. 21, 28, October 5, 12, 19.  
(Lunch provided.)

\_\_\_\_ Retreat, Friday and Saturday, January 25 and 26, 1980.  
Tuesdays and Thursdays, 3 p.m. to 7 p.m., January 29, 31, February 5,  
7, 12, 14, 19, 21. (Supper snack provided.)

\_\_\_\_ Retreat, Friday and Saturday, April 11 and 12, 1980.  
3 Fridays, 7 p.m. to 10 p.m. and Saturdays 9 a.m. to 4 p.m.,  
April 18 and 19; 25 and 26; and May 2 and 3. (Lunch provided.)

\_\_\_\_ Retreat, Friday and Saturday, September 12 and 13, 1980.  
5 Fridays, 9 a.m. to 4 p.m., September 19, 26, October 3, 10, 17.  
(Lunch provided.)

(Because of the way the program is designed and the desire to create a class that functions well together, we expect participants to attend all of the classes for which they have been selected.)

11. Because the classes will represent a mix of students, administration/faculty and community leaders, please classify yourself in one of the following groups.

\_\_\_\_ community      \_\_\_\_ students      \_\_\_\_ faculty/administrators

12. Continuing Education Unit credit can be given for participation in this program, but a modest charge (\$6.00) will be made for this service. Please indicate if you would be interested in receiving CEU's.

Yes \_\_\_\_\_ No \_\_\_\_\_

13. Any other information or comments you wish to share:

\_\_\_\_\_  
Signature

## ATTACHMENT 5

### UNIVERSITY/COMMUNITY TEAM LEADERSHIP DEVELOPMENT PROGRAM Sponsored by the W.K. Kellogg Foundation

#### Class Participants and Affiliations

##### CLASS I (September - October 1979)

Roberta Antoniotti, Vice President of Operations, Advance Inc.  
Carol Awender, Graduate Student, Guidance and Counseling  
James Banks, Development Officer, The University of Akron  
William Bender, Undergraduate Student, Social Work  
Julia Church, Undergraduate Student, Clothing and Textiles  
Kelvie Comer, Assistant to the Dean, College of Fine and Applied Arts  
Judith Gerdes, Administrative Assistant, Weathervane Community Playhouse  
Irene Haas, Homemaker and Volunteer  
Gary Hartman, Executive Director, Akron Area Board of Realtors  
Jess Hayes, Advisor of Students  
Mary King, Coordinator, Writing Lab., Department of Developmental Programs  
Marshall Kuehl, Undergraduate Student, Education  
Lynette Miller, Women's Network  
Patricia Miller, Real Estate Broker, Century 21 PMA Realty  
Dan Morrell, Undergraduate Student,  
Eldon Motz, President, Akron Musicians' Union  
Virginia Newbern, Director, Continuing Education Program, College of Nursing  
Isador Newman, Associate Professor, Educational Foundations, College of Education  
Mary Pandya, Coordinator, Institute of Life Span Development and Gerontology/  
Edgewood Community Services Multipurpose Senior Center  
James Perego, Supervisor, Food Stamp Office, Summit County Welfare Department  
Faye Rafferty, Administrator, Title XX Contracting, Summit County Welfare Department  
David Robinson, Associate Professor, Electronic Technology  
Elisa Sanford, Undergraduate Student, Social Work/Criminal Justice  
Richard Sebastian, Assistant to the President, Karl R. Rohrer Associates, Inc.  
Alan Sommers, Executive Director, Akron-Summit Medina Employment Training Consortium  
Jeffrey Upperman, Undergraduate Student, Business  
Wilbur Veith, Associate Professor, Mathematics  
Victor Velez, Assistant Director, Student Financial Aids  
Minnie Whatley, Undergraduate Student, Social Work

##### CLASS II (January - February 1980)

Hope Bair, Executive Director, Voluntary Action Center of Summit County  
William Beyer, Professor and Department Head, Department of Mathematics  
Robert Blankenship, Head, University Audio Visual Services  
Elaine Brubaker, Senior, Communications Comprehensive Program  
Gregory Carroll, Editor, University Publications  
Edward Clarke, Student Academic Advisor  
Janice Cobett, Branch Manager, The Goodyear Bank  
Virgil Collins, Training Manager, The City of Akron  
Daniel Ellenberger, Undergraduate Student, Political Science and Criminal Justice  
Mary Edwards, Western Reserve Girl Scout Council  
Earl Ertman, Associate Professor of Art, College of Fine & Applied Arts  
Jim Farrell, Professor of Aerospace Studies

Ron Forwark, Undergraduate Student, Marketing  
Genevieve Gipson, Home Nursing Training Center, Continuing Education and Public Services  
Alberta Hensley, Assistant Executive Director, University Relations and Communications  
Thomas Jent, Project Manager of Tire Group Marketing Systems, B. F. Goodrich  
Jean Jones, Support, Inc.  
Sebastian Kanakkanatt, Associate Professor of General Technology, Community and Technical College  
Karen MacDonald, Undergraduate Student, Community Service  
Philip Manthey, Research Associate, Office of Assistant to the President  
Jack McIntyre, Director, Labor Participation, United Way of Summit County  
William Medley, Graduate Student, Law  
Marcia Rable, Undergraduate Student, Spanish and Social Studies for Secondary Education  
Lorene Reed, Akron Regional Development Board  
P. J. Russell, Undergraduate Student, Special Education  
Yvonne Sebastian, American Diabetes Association  
Charles Simonson, Summit County Juvenile Court  
Gail Sommers, Graduate Student, Urban Studies  
Ron Tamburrino, Undergraduate Student, Technical Education  
Sarah Vradenburg, Reporter, Norton Messenger  
Charles Walker, Graduate Student, Arts-History

CLASS III (April - May 1980)

Diane Augsbury, Undergraduate Student, Business Administration  
Jay Bishop, Visiting Instructor, Social Work, College of Fine and Applied Arts  
Sharon Campbell, Associate Director, Residence Halls  
Kathleen Carney, Urban Field Representative, West Side Neighbors  
Dan Cormany, Adviser to Students, Counseling and Advising Division  
Bob Deitchman, Associate Professor of Psychology, Buchtel College of Arts and Sciences  
John Demeter, Vice President and Station Manager, WCUE/WKDD Radio, Inc.  
William Detweiler, Undergraduate Student, Political Science  
John Dohner, Program Director, Akron Residential Services, Inc.  
Carol Drugan, Visiting Instructor of Sociology, Buchtel College of Arts and Sciences  
Janice (Toni) Garver, Manager of Student Employment, Financial Aid, Kent State University  
Bruce Grammer, Undergraduate Student, Civil Engineering  
Diane Hoppes, Undergraduate Student, Nursing  
Bonnie Jones, Assistant Director, Admissions  
John Longbottom, Training Specialist, The City of Akron  
Richard Nagy, Undergraduate Student,  
Yvonne Oliver, Home-finding Recruiter  
Ellen Opalenik, Undergraduate Student, Business  
Karen Patella, Teacher, Akron Board of Education  
Garlene Penn, Secretary to the Dean, College of Nursing  
Philip E. Phillips, Instructor of Business Management and Technology, Community and Technical College  
Omar Raheem, Undergraduate Student, Management Technology  
Norma Rios, Executive Director, SUPPORT Inc.

Ruth Roberts, Associate Professor, College of Education  
Pauline Russell, Program Associate, Adult Resource Center, Continuing Education  
and Public Services  
Tracy Shaffer, Undergraduate Student, Political Science, Pre-Law  
Raymond Sibberson, Instructor, Respiratory Therapy Technology, Community and  
Technical College  
Richard Stallings, Undergraduate Student, Secondary Education  
Pegg Stilwell, Undergraduate Student, History  
Judy Stoll, Undergraduate Student, Psychology

CLASS IV (September - October 1980)

Richard Bonnell, Assistant to the Provost  
Robert Bossar, Manager, Staff Employee Relations, The University of Akron  
Sandra Brown, Community Organizer, Akron Summit County Community Action Agency  
Edward Cigoile, Director, Summit County Welfare Food Stamp Program  
Ken Davis, Assistant Director of Law, City of Akron Law Department  
Sandra Edwards, Assistant Director, Department of Special Programs, Continuing  
Education and Public Services  
Ruth Fisher, Director, United Services for Handicapped Developmental Pre-school  
Jean Gappert, Visual Arts Curriculum Development and Teaching in Special Education  
Schools  
George Heinz, Undergraduate Student, Sales and Merchandising, Technical Education  
Shirley Hofstadter, Volunteer Training Director, Akron Task Force on Battered Women  
Gary Horning, Undergraduate Student, Business Management  
Frank Kendrick, Associate Professor, Department of Urban Studies, Buchtel College  
of Arts and Sciences  
Susan Kulton, Undergraduate Student, Psychology  
Rodney Marshall, Manager, Academic Division, University Computer Center  
Ron McDonald, Associate Director, University Residence Halls  
Robert McElwee, Director of Academic Affairs and Development, Wayne General and  
Technical College  
Thomas Morin, Professor and Department Head, Art, College of Fine and Applied Arts  
Manoj Parekh, Graduate Student, Biology and Business Administration  
Vicki Perfect, Undergraduate Student, Technical Education  
Margaret Anne Quell, Doctoral Candidate, Educational Administration  
Susan Raybuck, EEO Officer, Akron/Summit/Medina Employment and Training  
Consortium  
Margaret Renwand, Undergraduate Student, Social Work  
Mayme Stephens, Director, United Way Retired Senior Volunteer Program  
Violet Tomi, Supervisor, Child Care Center, University of Akron  
Jacqueline Thomason, Director, The University of Akron/AMHA Edgewood Community  
Services  
Denis Van Doros, Undergraduate Student, Business Management  
Thomas Warner, Assistant Director, Computer-Based Education Center, University  
of Akron  
Jane Watkins, Associate Professor, Community and Technical College  
Tracey Wheeler, Undergraduate Student, Dietetics  
Carol Whitmire, Supervisor of Staff Personnel, Office of Personnel, University  
of Akron  
George Wills, Undergraduate Student, Business Management and Technology



CLASS V (January - February 1981)

Barbara Allayaud, Undergraduate Student, Political Science  
Felicitas Calderon, Learning Consultant, Adult Resource Center, Continuing  
Education and Public Services  
Maliek Carthorn, Undergraduate Student, Data Processing and Business Management  
Richmond Davis, Graduate Student, Home Economics and Family Ecology  
Margaret Ethridge, Area Agency on Aging 10 B, Akron  
Pauline Franks, University Librarian  
Richard Galligan, Director, Center for Family Services, College of Fine and  
Applied Arts  
Marilyn Guzzetta, Teacher, Counselor, Community Volunteer, Akron  
Judy Heller, Executive Director, Downtown Akron Association  
Jennifer Jeter, Undergraduate Student, Theatre Arts  
Ella Kick, Assistant Professor, College of Nursing  
Michael Lapides, Quaker Square Associates, Akron  
Jack Limbach, Undergraduate Student, Criminal Justice  
Ken McCormick, Coordinator, Criminal Justice Technology, Community and Technical  
College  
Janie Mahon, Undergraduate Student, Psychology  
David Melillo, Assistant Law Librarian, School of Law  
John Moss, Undergraduate Student, Business Management  
Anne Maria Pignatelli, Undergraduate Student, Special Education  
Mary Rainey, Department Head, Home Economics and Family Ecology, College of Fine  
and Applied Arts  
George Raymer, Assistant Executive Director, University Relations and Communication  
George Russell, Operations Manager, Akron/Summit/Medina Employment and Training  
Consortium  
Susan Schmidt, Undergraduate Student, Medical Technology  
Robert Sullivan, Marketing Officer, Goodyear Bank, Akron  
Darryl Tukufu, Executive Director, Fair Housing Contact Service, Akron  
Cassandra Walker, Assistant Vice President, First National Bank, Akron  
Winifred Watson-Florence, Clinical Supervisor, Speech Pathology, College of Fine  
and Applied Arts  
Helen Watts, Family Life Education, Public Schools, Akron  
Maurice Williams, Professor, College of Education

## ATTACHMENT 6

### UNIVERSITY/COMMUNITY TEAM LEADERSHIP DEVELOPMENT PROGRAM Sponsored by the W.K. Kellogg Foundation THE UNIVERSITY OF AKRON

#### Questions and Answers: Study Action Groups

1. What is a Study Action Group?

During the retreats and class sessions, groups of participants will select an issue or need within the immediate four-county region that will become that group's "action objective". This action objective will focus on some issue of mutual concern to both the community and the university; and, in general, relate to the needs agenda developed by the Goals for the Greater Akron Area (GGAA).

2. What does "action objective" mean?

It means the group has chosen some issue or problem they wish to do something about. In some instances, study may be the action to be taken, in other instances action may be taken to accomplish a goal.

3. Why were Study Action Groups included in the program?

A popular assumption is that once participants have learned new concepts, they will naturally practice and build on these concepts. However, our own experiences and the research of others has demonstrated that.

"People design and solve problems differently if they know they will end their learning with understanding rather than if they know that they will be asked to use their understanding to make events come about." (Argyris, 1976)

Therefore, the expectation that skills will be applied was built into the University/Community program via the development of SAG's, internships and exchange programs.

4. How many SAG's will there be?

We don't know. It depends on how many people are interested in a particular issue. Class II, for instance, could have five or six SAG's of five or six persons each. The size of each SAG could vary also. It probably would be rare that the whole class (32 people) would select one issue.

5. How will we go about choosing an issue?

From the beginning of the program, participants are aware of the expectation of choosing a study issue. A process will be developed for visual presentation of potential action objectives and persons who are interested in working on them. The action objectives will focus on the needs agenda developed by the Goals for the Greater Akron Area (GGAA).

In addition, ideas will be stimulated by the Community Data Module (February 14); ideas generated by other modules (e.g., Role Functions in a Group). Other possibilities will emerge as participants share their knowledge and experience with one another. The Consensus module has been designed to complete the process of choosing an action objective and identifying who will work on the individual SAG's.

6. What kind of help can the SAG's expect?

In addition to the process outlined in #5, the skills presented in the other modules in the program are directly applicable to the work of SAG's (e.g., perception; one-way/two-way communication; dynamics of change; creativity; management of conflict).

7. How long will the SAG's continue?

Until they have reached their goal. In most cases, this will mean working together beyond the end of the class time. The members of SAG's will have to plan how this will happen, as well as keeping the project staff informed so that they may act as an information clearinghouse as suggested below.

8. Will the SAG's know what the other SAG's are doing?

Yes. Before the class closes, groups will share what they have chosen to do and how they hope to achieve their goals. Should the class desire it, a follow-up session could be scheduled at a later date to share the outcomes of the SAG's. In addition, the Office of Team Leadership Development at The University of Akron will act as an "information broker" among the SAG's.

9. Who pays for possible costs incurred by SAG's?

Each group is encouraged to resolve the issue of possible costs and find creative ways of underwriting them (short of robbing a bank). A small amount of money is available from the grant, but estimated costs would have to be submitted to the Project Director for approval.

10. Give us some examples of issues SAG's might work on.

Since the issues to be chosen should as much as possible be pertinent to both the university and the community and should be based primarily on GGAA, some examples might be:

- a) Identifying research needs in a community system or organization that could be met by a university unit.
- b) Compile and publish a directory of the various boards and committees in the community and at the university that require leadership.
- c) Identifying all the ways in which the university and the community could cooperate.

11. Will the SAG's really accomplish anything?

That depends on us. (We're part of the team, too.) All of us have had experiences with projects that light up like a Fourth of July fireworks and disappear as quickly and with as much effect. We are convinced, however, not only that positive change is a requirement for our institutions and communities, but that creative solutions to our problems can be found, sustained and proven effective.

ATTACHMENT 7

UNIVERSITY/COMMUNITY TEAM LEADERSHIP DEVELOPMENT PROGRAM

Sponsored by the W. K. Kellogg Foundation

THE UNIVERSITY OF AKRON

Status Report: Study Action Groups, W. K. Kellogg Foundation-Sponsored  
University/Community Team Leadership Development Program

March 1981

A. Class I (9/14 - 10/19/79)

1. Akron Image (Involved one faculty, two student and eight community participants.) Contact Person: Kelvie Comer 375-7564.  
Goal: To improve the physical and perceptual image of the Akron area both locally and nationally by way of a resource directory.

Hands-on Experience and Status

In collecting information, contacts were made with the Convention Center, Junior League, the Restaurant Association, community agencies, the Akron Regional Development Board, and local hotels. The group found that ARDB, in conjunction with Goodrich, is already developing a publication on the resources available in the Akron Area. As of May 22, 1980, the group completed a final report detailing both the content and process aspects of their Study Action Group functioning, and agreed to terminate their activities.

2. "For Someone Special" Seminars (Involved one faculty and two community participants plus three community resource persons.) Lynnette Miller 376-7852.

Goal: To present modules on self-development designed for single parents and minorities.

Hands-on Experience and Status

Three workshop seminars were held on February 7, 14 and 21, 1980, at the M. O'Neil Department Store in Akron. The seminars, using Kellogg participants as facilitators and community members as trainers, included:

- Creative Career Building (self-assessment, resume writing, interviewing skills);
- Interpersonal Communication (roadblocks to communication, interracial communication, team leadership skills, assertiveness training); and
- Career Exchange (role model panel and discussion)

The auditorium and refreshments were donated by O'Neils, and printing costs were covered by Goodrich Tire and Rubber Company. Approximately 20 participants registered for each of the three sessions.



3. Bridge Party (involved one faculty and one community participant)

Contact persons: Dave Robinson 375-7053; Carol Awender 867-1354

Goal: To plan a celebration on the newly constructed Center Street Bridge, marking the symbolic linkage of the University to the downtown Akron community.

Hands-on Experience and Status

Meetings were held with President D. J. Guzzetta, Dean William Rogers, Continuing Education Center; and Mayor Roy Ray. Alberta Hensley, Assistant Executive Director of University Relations and Communications (and Kellogg participant) further developed the original party idea into a two-day celebration involving the resources of over 50 agencies and groups in the Akron Area. The Kellogg Study Action Group members participated in all task force planning meetings. They worked closely with Judy Heller, Executive Director of the Downtown Akron Association to incorporate the Bridge Party with the already planned TGIF party.

The Bridge Party, September 12, 1980, was a resounding success, attracting over 4,000 University/Community celebrants.

4. Co-op Programs (Independent project by one faculty participant)

Contact person: Isadore Newman 375-6955

Goal: To facilitate community access to available University resources, and to identify community internship opportunities.

Hands-on Experience and Status

Meetings were held with the Provost's office and the Educational Research and Development Center to discuss the feasibility of establishing an "information center" to facilitate information sharing between the community and the University. The Provost's office has agreed to compile a list of contact people for a variety of community services such as workshops, non-credit and credit classes, training programs and evaluation, for possible community dissemination. This study action group has terminated its activities.

B. Class II (1/25-2/21/80)

1. Coordination of Recreational Facilities (Involves one faculty participant and two community participants.)

Contact person: Greg Carroll 375-7820

Goal: To prepare a brochure bringing together the many separate recreational facilities in the Greater Akron Area.

Hands-on Experience and Status

In accumulating data and background information for the brochure, the group met with the City of Akron Recreation Department and with the

Council of Governments. They have also worked with Barbara Hiney, Executive Director, Goals for the Greater Akron Area and Don Stephens, Executive Director, Akron Regional Development Board. A proposal has been developed and has been accepted by the Project Director for at-cost publication funds. The study-action group is actively requesting funds from local agencies for further development of the much needed brochure.

2. Revitalize Downtown (Two student participants)

Contact person: Gail Sommers 375-7618

Goal: To gather information on the needs and preferences of residence hall students to be used in downtown planning.

Hands-on Experience and Status

The group added two extensive items to a student Housing Survey already in the planning stages in the Urban Extension of the University. One of the items requested information on the location of services presently used by students (e.g. grocery shopping, laundry facilities, entertainment) and a second item requested information on additional services students need in the university/downtown area. Results of the survey are being tabulated.

3. Leadership in the High Schools (Involves two community participants and two student participants.)

Contact person: Jan Cobett 794-3025

Goal: To implement a Team Leadership workshop in Cuyahoga Falls High School.

Hands-on Experience and Status

The group designed a program with the hope of involving the Kiwanis and the Voluntary Action Center in addition to school personnel. Their plans were slowed down in the summer, and due to conflicting schedules, the group has decided to disband. They have agreed to meet annually to share how each has used Team Leadership skills.

4. Recycle Non-burnable trash (Involved one faculty participant, two student participants and three community participants.) Jim Farrell 375-7653.

Goal: To investigate the feasibility of developing a program for the recycling of non-burnable trash.

Hands-on Experience and Status

After meeting with scrap dealers and the Akron Recycle Plant Manager, the group concluded that the project was not economically feasible for Akron. Their final report was submitted in the first week of October with recommendations as to who in the community might benefit from the information.

5. Futures Studies (Involved two faculty participants and one community participant.)

Contact person: Genevieve Gipson 375-7833.

Goal: To develop workshops on future trends which can be applied to a variety of specific areas such as: neighborhood development and the nursing home industry.

Hands-on Experience and Status

(Due to conflicting work schedules, the group was not able to meet consistently and as a result, has dissolved. One member is still interested in futures studies and the Office of Team Leadership Development has put her in contact with another participant who has similar concerns. This has also been referred to the Institute for Futures Studies and Research.)

6. Improvement of Education at the Elementary Level (Involves two faculty participants and one community participant.)

Contact person: Bill Beyer 375-7401

Goal: To facilitate the development of a program where Math and English teachers will be responsible for grades 4 through 6 and will be familiar with secondary school curricula in order to maximize continuity of skill development.

Hands-on Experience and Status

The group is still committed to their goal and feel that the climate for its acceptance has greatly improved. Bill is now on a state level task-force in math which will be making recommendations to the Ohio Board of Education and the Board of Regents.

C. Class III (4/11 - 5/3/80)

1. Alcoholism - Information and Referral (Involves three faculty participants and one community participant.)

Contact person: Ruth Roberts 375-7780

Goal: To develop an alcoholism information and referral program for the target populations of women and youth.

Hands-on Experience and Status

The group has designed and mailed a survey form to agencies dealing with alcoholism in the Akron area, requesting information on services available, numbers of people served by sex and by age-group and on how the Study Action Group might be useful to these agencies. They have been meeting regularly and have further refined their goal to the identification of University resources related to alcoholism (e.g. faculty pursuing re-

search and accumulating data) and the bringing together of these resources with representatives of community service agencies dealing with alcoholism.

2. Networking Groups for Communication (Involves two faculty participants and two student participants.)

Contact persons: Dan Cormany 375-7907; and Sharon Campbell 375-7800

Goal: To publish a complete brochure of student organizations on campus.

Hands-on Experience and Status

The group has collected information on recognized and registered campus organizations, their national affiliations, their faculty advisors, purposes, programs and phone numbers. They are actively working on ways in which to publish the information.

3. Pooled Resource Group (Involved one faculty participant and three community participants.)

Contact person: Kathleen Carney 864-8850.

Goal: To develop a plan for exchanging workers in government, the private sector and human resource areas of the community for the purposes of increasing understanding between them.

Hands-on Experience and Status

Due to conflicting schedules, the group did not remain together.

4. Senior Volunteer Awareness Program (Involved three community participants and one student participant.)

Contact person: John Dohner 633-9269.

Goal: To facilitate senior citizens' awareness of volunteer organizations that can best utilize their talents.

Hands-on Experience and Status

After meeting and collecting information, the group found that a community agency, Retired Senior Volunteer Program (RSVP) already provides senior citizens with volunteer opportunities. The group submitted a final report and terminated its activities as of November 6, 1980.

5. Student Needs Assessment on Community Involvement (Involves three faculty participants, three student participants and one community participant.)

Contact person: Judy Stoll 754-9344.



Goal: To assess the needs and interests of the student population in terms of volunteer and career-related experiences in the community.

Hands-on Experience and Status

The group has been actively meeting throughout the fall. They have made contact with Student Services, Associated Student Government and the Center for Concern on campus to obtain information on student volunteerism. They designed a questionnaire in collaboration with WCUE/WKDD radio, which was published in two consecutive issues of the Buchtelite. The group was somewhat disappointed with the low response rate and are meeting to decide their next steps.

6. Transportation Unit (Involved two faculty participants and one community participant.)

Contact person: Carol Drugan 375-7759.

Goal: To find ways of facilitating mass transit on local and regional levels.

Hands-on Experience and Status

The group members have met but the large size of the project and the busy schedules of the members have led them to disband the action group and to join the Women in Politics group of Class IV.

D. Class IV (9/12 - 10/17/80)

1. To Promote Student-Merchants Interaction and Cooperation (Involves one faculty and three student participants.)

Contact person: Denis Van Doros 376-0071.

Goal: To promote cooperation and interaction between University students and Downtown merchants for their mutual benefit through objectives such as: 1) student representation on the Akron Regional Development Board, the Goals for Greater Akron Area and the Downtown Merchants Association; 2) stimulating the downtown economy.

Hands-on Experience and Status

The group has been actively meeting and has met with President D. J. Guzzetta, Foster Buchtel, George Bandy, President, Associated Student Government, Don Stephens, Executive Director of the Akron Regional Development Board and Judy Heller, Executive Director, Downtown Akron Association. The group has made progress in placing a student representative on several downtown associations.

2. Women Successful in Politics (Involves three faculty and five community participants.)

Contact person:

Goal: To increase the percentage of women in influential, political positions in the Greater Akron Area.

Hands-on Experience and Status

The group has been meeting on a once a week basis. They are planning the development of a training program for women and a mentor program in the community. They have made contact with the Women's Network, both the democratic and republic party chairmen and with Alice Fenwick-Collier, Deputy Mayor for Intergovernmental Relations. They have written the Revson Foundation to assess its interest in funding such a program.

3. Community/University Resource Bank (CURB Service) (Involves three faculty, three student and three community participants.)

Contact person: Vicki Perfect 762-8421

Goal: To research and develop a resource bank to support community service groups, who are in need of assistance, to fulfill their missions.

Hands-on Experience and Status

The group has met and has made contact with several community members who have expressed support for the concept. Due to busy schedules and the sizeable goal which they have identified, the group, at this point, is progressing slowly.

4. Arts Regional Task Study (ARTS) (Involves three faculty, three student, and four community participants.)

Contact person: Tom Morin 375-7010

Goal: To influence public policy toward the Arts in the Greater Akron Area.

Hands-on Experience and Status

The group is actively meeting and is working on operationalizing their goal. They have met with Mayor Roy Ray, Michael Danoff, Director, Akron Art Institute, Carolyn Carr, Curator and Marilyn Guzzetta. The group was represented at the goal-setting meeting for the 1981 Goals for the Greater Akron Area; and is eager to identify community members from all parts of the city who have expertise in the arts to be placed on the Urban Design and Fine Arts Commission of the city, for the purpose of furthering the goal of influencing public policy.

E. Class V (1/23 - 2/27/81)

1. Urban Mission Resource Committee (Involves five faculty and one student participant.)

Contact person: Richmond Davis 375-7448

Goal: The group's goal is to develop relations between University and Community information needs, library needs and criminal justice needs. The group has divided into sub-groups for specific tasks and use the whole group only as a support group. For example, two members are actively working on law library materials.

2. Futurists in Action (Involves three faculty, three community and two student participants.)

Contact person: Mary Rainey - 375-7723

Goal: The group's goal is to work in concert with the Institute for Futures Studies and Research at the University. In addition, the group is interested in the possibility of broadening the Community base of the local chapter of the World Future Society and in assisting in its program development.

3. Leadership Training Modules for Children (LTMC) (Involves three community and six student participants.)

Contact person: Barbara Allyaud 375-7777

Goal: This group's goal is to develop leadership training modules for school-age children with the outcome of improving human relations. The group has met weekly and is exploring the possibility of having leadership activities be a part of the Parks and Recreation Summer playground program.

4. Filmmakers Ltd. (Involves two faculty and one community participant.)

Contact person: Richard Galligan 375-6995

Goal: The group's goal is to investigate the possibility of the preparation of slide/tape presentations on University resources useful to the community (e.g. social research, technical R & D, social services ..) Due to busy schedules, the group has not met yet.

# City-campus celebration scheduled

By Rick Rolff

Beacon Journal staff writer

Officials of the City of Akron and the University of Akron have decided that simple ribbon-cuttings won't suffice for the dedications of the new Center Street bridge and the Center for Continuing Education.

The bridge, closed since Jan. 19, 1979, is to be reopened at 1:30 p.m. Friday.

Instead, the officials, in conjunction with the Downtown Akron Association, have planned a three-day celebration that will feature the linking of a five-mile

paper chain, a parade, a party, a children's play, a ballet performance, clowns, disco-roller skating, graffiti painting, a homemade wine contest, a bridge tournament, soccer clinic, family sing-along and other activities.

The extravaganza, scheduled Sept. 12, 13 and 14, will include events downtown, on the bridge and on the university campus.

**CITY LEADERS** also extended an invitation to some 500 North American Indians in Minnesota, South Dakota and New York, who will converge on Akron for their

annual inter-tribal powwow. The Indians will camp at Akron-Fulton Municipal Airport, erect a 20-foot tepee on the plaza of the E. J. Thomas Performing Arts Center and give dancing exhibitions.

Plans for the celebration were announced today at Akron Mayor Roy L. Ray's press conference.

Dave Pagnard, a special assistant to the mayor, declared, "The D-Day invasion is the only other event in history to rival this for planning."

Ray said that he and Dr. D. J. Guzzetta, president of the Univer-

sity of Akron, noted a few months ago that the city was re-opening the Center Street bridge and the university was opening its new center at about the same time.

"We discussed a ceremony to emphasize the link between the city and university," Ray said.

**THINGS** snowballed from there, officials said. Pagnard said "several hundred individuals" have been involved in the planning.

The celebration will kick off at 1:45 p.m. Friday, Sept. 12, with

## Celebration scheduled

Continued from page E1

music by the university marching band.

Then Ray, from his office in the Akron Municipal Building, and Guzzetta, from the university's original cornerstone at Buchtel Hall, will begin walking to the Center Street bridge.

Each will drag along a half of the five-mile paper chain being fashioned by university fraternities and sororities. A 10-foot length of the multi-colored chain was displayed at Ray's press conference.

Ray and Guzzetta will join the chain in the middle of the bridge. Officials did not explain what they will do with the slack.

Among the Saturday events will be graffiti painting for children. Youngsters will be allowed on the papered windows Polsky's depart-

ATTACHMENT 8

Akron Beacon Journal  
August 20, 1980



ATTACHMENT 9

# THE UNIVERSITY OF AKRON

AKRON, OHIO 44325

Office of Team Leadership Development  
Phone: (216) 375-7893

November 5, 1980

To: Members, University/Community Team Leadership  
Development Class IV

From: Foster S. Buchtel

Subject: Internships Available Through the University/Community  
Team Leadership Development Program

One of the major means of meeting the objectives of the University/Community Team Leadership Development Program is involvement of participants in Internships that bring University and community talents together to meet a common need. Applications for these Internships are open to those persons who have completed the Team Leadership Development Classes, such as yourselves. In addition to the handout provided to you during your class, "Questions and Answers: Internships," the following information is provided for those of you who are interested in pursuing this opportunity for yourself, the community and the University.

Because of the termination date of the grant under which the Internships are awarded, no Internships may be awarded after December 31, 1980. However, a starting date for the Internship can be anywhere from the present time to February 15, 1981. To accommodate both the deadline and the holiday season, we ask that all applications for Internships be received by December 1, 1980. Applicants will be notified concerning results of their applications by December 15, 1980.

Instead of providing a formal application "form" for the Internships, we ask that a brief write-up be prepared covering at least the following points: (1) A concise statement describing the need, why it is important and how it relates to the University/Community Team Leadership Development Program; (2) goals and objectives; (3) plan to meet those objectives, including a time frame; (4) indicators of success or, if unsuccessful, the reasons why (evaluation); (5) involvement of the cooperating agency or department and evidence of their commitment; and (6) budget.

Applications will be reviewed by the Internship Subcommittee of the Program Action Team, which is the Advisory Group for the Team Leadership Development Project. The Subcommittee will base its recommendations on the following criteria:

UNIVERSITY/COMMUNITY TEAM LEADERSHIP DEVELOPMENT PROGRAM  
Sponsored by the W.K. Kellogg Foundation  
THE UNIVERSITY OF AKRON

Questions and Answers: Internships

1. Who can apply for an internship?

Any person who has completed the University/Community Team Leadership class.

2. What is an internship?

A way in which persons may spend a portion of their time up to three months in an area beyond their own, working on a task defined cooperatively by the intern, his or her employer, and the host area. The time should be sufficient to achieve the objectives and achieve an understanding of the host agency or department.

3. What are internships expected to achieve?

They provide another way, besides Study Action Groups, to apply the skills learned in the classes, to contribute to better understanding among agencies, and to identify an achievable task to be completed.

4. How do I obtain an internship?

By submitting an Internship Application to the Project Director. The application will include an overview of the proposed internship; expected outcomes of the internship; suggested time frame; relationship of the internship to the University/Community program; proposed financial arrangements, etc.

Signatures by the applicant, the applicant's employer and the host department are required since a successful internship will require close cooperation and coordination between two units.

No application forms are provided, as it is believed that the ability of the applicant to express his or her thoughts clearly, concisely and persuasively is one measure of potential success in the internship.

5. Who will decide whether I am awarded the internship?

A sub-committee of the Program Action Team (Advisory Group of the University/Community Program) and the Program Coordinators will review the applications and recommend those to be supported to the Project Director.

6. Where will I get ideas for an internship?

By identifying your own interests and needs and using the contacts and resources provided by the University/Community Program, you will be able to design a program that meets those interests and needs.

7. Can you give me an example of an internship?

Jim, Andrea and B. C. Commander are hypothetical people who might have designed the internships described below.

Jim anticipates completing Law School in a few years and is interested in eventually attaining a position such as Assistant to the President at a major university. Through the University/Community Program, he gets to know the Assistant to the President at The University of Akron. Through a series of interviews, he and the Assistant to the President identify projects he could complete in that office while at the same time getting a clearer understanding of the role of Assistant to the President and its relationship to the community.

Andrea is currently employed by an engineering consulting firm and feels a real need to gain more interpersonal and intergroup skills which she did not receive as part of her degree. Members of her University/Community class include the Vice President of an Organizational Development firm in town and a social psychologist at the University. She uses these resources to develop some "hands-on" experiences in training events in communication and conflict management, and a self-study reading program.

In working with fellow participants to identify a Study Action Group issue, B. C. Commander becomes aware of the need for someone to devote a portion of time over several months to facilitate the work of the Study Action Group. This facilitation would require establishing new liaisons and gaining new knowledge of the workings of a community agency, a university department or both. Therefore, B. C. Commander--with the advice and support of the other members of the Study Action Group and the involved agencies/offices--applied for an internship to perform this liaison/facilitation.

8. What costs will the grant underwrite?

Within the limitations of the grant budget, portions of the following costs may be underwritten: replacement costs (if needed) to the department or employing agency and related costs such as travel, conferences, xeroxing, etc. Such financial arrangements would be included in the contract form. Although cost sharing--either dollars or "in-kind"--on the part of the intern's organization is encouraged and would help extend the limited grant funds, it is not required.

9. Would a report be expected at the end of the internships?

Yes, for several reasons. The report would encourage the intern to assess the strengths and weaknesses of the internship. In addition, reports provide historical records of ventures and can serve as data for continued efforts in the area.

ATTACHMENT 10

UNIVERSITY/COMMUNITY TEAM LEADERSHIP DEVELOPMENT PROGRAM  
Sponsored by the W.K. Kellogg Foundation

Agenda Class I Program

I. AGENDA: RETREAT

A. Friday, September 14, 1979

|              |                               |
|--------------|-------------------------------|
| 9:30 - 10:00 | Continental Breakfast         |
| 10:00        | Purposes and Expectations     |
| 12:30 - 1:30 | Lunch                         |
| 1:30         | Values                        |
|              | Message and Meaning           |
|              | One-Way/Two-Way Communication |
| 4:30 - 6:00  | Break                         |
| 6:00 - 7:00  | Supper                        |
| 7:00         | Dyadic Inventory              |
|              | Trust Building                |
| 9:00 - ?     | Social Hour                   |

B. Saturday, September 15, 1979

|              |                           |
|--------------|---------------------------|
| 8:30         | Role Functions in a Group |
|              | Dynamics of Conflict      |
| 12:30 - 1:30 | Lunch                     |
| 1:30         | Uncritical Inference      |
|              | Dimensions of Cooperation |
|              | Feedback and Feedforward  |
| 4:00         | Return to Akron           |

II. AGENDAS: FOLLOWING FRIDAYS

A. Friday, September 21, 1979

|              |                                                                                                   |
|--------------|---------------------------------------------------------------------------------------------------|
| 8:30 - 9:00  | Coffee, Crullers and Conversation                                                                 |
| 9:00         | Motivation                                                                                        |
|              | Styles of Leadership                                                                              |
| 11:30 - 1:00 | Lunch with Community Leaders                                                                      |
| 1:00         | Community and University Data (Round-robin discussion<br>with community and university personnel) |
|              | Feedback and Feedforward                                                                          |
| 4:00         | End of Session                                                                                    |



B. Friday, September 28, 1979

|              |                                             |
|--------------|---------------------------------------------|
| 8:30 - 9:00  | Coffee, Crullers and Conversation           |
| 9:00         | Dynamics of Change and the Planning Process |
|              | Decision Making Styles                      |
| 12:30 - 1:30 | Lunch                                       |
|              | Consensus                                   |
|              | Group Diagnosis                             |
|              | Feedback and Feedforward                    |
| 4:00         | End of Session                              |

C. Friday, October 5, 1979

|              |                                   |
|--------------|-----------------------------------|
| 8:30 - 9:00  | Coffee, Crullers and Conversation |
| 9:00         | Organizational Theory             |
|              | Problem Solving                   |
| 12:30 - 1:30 | Lunch                             |
| 1:30         | Creativity                        |
|              | Johari-Window Organizational      |
|              | Feedback and Feedforward          |
| 4:00         | End of Session                    |

D. Friday, October 12, 1979

|              |                                   |
|--------------|-----------------------------------|
| 8:30 - 9:00  | Coffee, Crullers and Conversation |
| 9:00         | Transactional Analysis            |
|              | Us and Them                       |
| 12:30 - 1:30 | Lunch                             |
| 1:30         | Social Roles                      |
|              | Leading a Meeting                 |
|              | Feedback and Feedforward          |
| 4:00         | End of Session                    |

E. Friday, October 19, 1979

|              |                                   |
|--------------|-----------------------------------|
| 8:30 - 9:00  | Coffee, Crullers and Conversation |
| 9:00         | Management of Conflict            |
| 11:00        | Self-Assessment                   |
| 12:30 - 1:30 | Lunch                             |
|              | Study Action Group Planning       |
|              | Wrap-up                           |
| 4:00         | End of Session                    |

ATTACHMENT 11

UNIVERSITY/COMMUNITY TEAM LEADERSHIP DEVELOPMENT PROGRAM

Sponsored by The W. K. Kellogg Foundation

THE UNIVERSITY OF AKRON

Feedback/Feedforward: Class IV  
September 13, 1980

Group I -- Barb Hazard, Edward Cigolle, Sandra Edwards, Richard Bonnell,  
Robert McElwee, Susan Kulton, Carol Whitmire, Jacqueline  
Thomason, Gary Horning, Margaret Quell, Tracey Wheeler.

I learned ...

- people can be brought together into a cohesive group during one weekend.
- how hard group work is
- that many different people (backgrounds and age levels) can work together.
- to get to know everyone and to be comfortable.
- communication skills that I can use.
- that there was no "picking order" of people present.
- that constantly changing groups helped (no cliques)
- that it's possible to connect with everyone during the weekend.

For me it would have been more helpful if ...

- there had been more direct applications to the outside .. help to transfer learning.
- the energy level hadn't been so low.
- the 8:30 to 9:00 break is shorter and the afternoon breaks longer for the subsequent Friday programs.
- the trainer's would emphasize the 8:30 start up time on Saturday.

Group II -- Velma Pomrenke, Ken Davis, Bob Bossar, Frank Kendrick, Jean Gappert,  
Susan Raybuck, Tom Morin, Jane Watkins, George Heinz, Vicki Perfect,  
George Wills, Sandra Brown.

- could be more "processing" for the individual - what can we do - what are the options for improving our skills from which we can choose.
- enjoyed motivation module.
- team might demonstrate some of the concepts (e.g. message and meaning).
- square exercise very effective - points were clearly demonstrated.
- good mixing in the various sub-groups.
- liked cross section of people, different perspectives, occupations, etc.
- good visual aids.
- facilities: more park setting might have been good, good opportunity for various activities, meeting room carpet & mirrors too busy.
- liked Berfinkle.
- more visuals to augment verbal.
- perhaps pictures could be used sometime instead of sentences for "A Person is More Than ..."
- no name tags helped people concentrate more on getting to know people.

Group III -- Anne Terrill, Ruth Fisher, Rodney Marshall, Ron McDonald, Shirley Hofstadter, Mayme Walker-Stephens, Violet Tomi, Thomas Warner, Denis Van Doros, Manoj Parekh, Margaret Renwand.

I learned ...

- who was in group and background of those participating.
- meet people and focus on array of ideas and interrelationships.
- students relating with staff on a different level.
- resources for working positions were found here (Ruth and Denis will work together with her children).
- all worked together and no identified persons (people acting out).
- experiences for meeting new people were quite pleasant.
- the ability to self-disclose in dyadic inventory is relevant to leadership.
- audio-visual aids were terrific.
- there is a potential for cliques forming.

For me, it would be helpful if ...

- clarification of how to greet staff when on campus.
- diet drink or lemon water or club soda.
- the dyadic inventory was not necessary. It didn't fit in. (one person)
- time was limited for the dyadic inventory.
- we had extra resource materials (motivation).

# ATTACHMENT 12

## UNIVERSITY/COMMUNITY TEAM LEADERSHIP DEVELOPMENT PROGRAM Sponsored by the W.K. Kellogg Foundation

### Group Growth Evaluation Summary

|                                                                                                                          | Class I<br>N=25 | Class II<br>N=30 | Class III<br>N=29 | Class IV<br>N=30 | Class V<br>N=30 |
|--------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|-------------------|------------------|-----------------|
| 1. I am treated as a human being rather than just another group member . . . . .                                         | S*              | S                | S                 | S                | S               |
| 2. I feel close to the members of this group . . . . .                                                                   | S               | S                | S                 | S                | S               |
| 3. There is cooperation and team-work present in this group . . .                                                        | S               | S                | S                 | S                | S               |
| 4. Membership in this group is aiding my personal growth development . . . . .                                           | S               | S                | S                 | S                | S               |
| 5. I have trust and confidence in the other members of the group                                                         | S               | S                | S                 | S                | S               |
| 6. Members of this group display supportive behavior toward each other . . . . .                                         | S               | S                | S                 | S                | S               |
| 7. I derive satisfaction as a result of my membership in this group . .                                                  | S               | S                | S                 | S                | S               |
| 8. I feel psychologically close to this group . . . . .                                                                  | S               | S                | S                 | S                | S               |
| 9. I get a sense of accomplishment as a result of membership in this group . . . . .                                     | S               | S                | S                 | S                | S               |
| 10. I am being honest in responding to this evaluation . . . . .                                                         | NS              | NS               | NS                | NS               | NS              |
| 11. I am willing to share information with other members of the group .                                                  | NS              | S                | NS                | S                | S               |
| 12. I feel free to discuss important personal matters with group members . . . . .                                       | NS              | S                | S                 | S                | S               |
| 13. I feel that I am oriented toward personal goals rather than toward helping the group achieve its objective . . . . . | S               | S                | NS                | NS               | NS              |
| 14. This group uses integrative, constructive methods in problem-solving rather than a win-lose approach . . . . .       | S               | S                | S                 | S                | S               |



Group Growth

|                                                                                                                       | Class I<br>N= 25 | Class II<br>N= 30 | Class III<br>N= 29 | Class IV<br>N= 30 | Class V<br>N= 30 |
|-----------------------------------------------------------------------------------------------------------------------|------------------|-------------------|--------------------|-------------------|------------------|
| 15. As a member of this group, I am able to deal promptly and well with important group problems . .                  | S                | S                 | S                  | S                 | S                |
| 16. The activities of this group reflect a constructive integration of the needs and desires of its members . . . . . | S                | S                 | S                  | S                 | S                |
| 17. My needs and desires are reflected in the activities of this group . . . . .                                      | S                | S                 | S                  | S                 | S                |
| 18. I feel that there is a sense of real group responsibility for getting a job done . . . . .                        | S                | S                 | S                  | S                 | S                |
| 19. I feel manipulated by the group                                                                                   | NS               | S                 | NS                 | NS                | S                |
| 20. I feel that I manipulate the group . . . . .                                                                      | NS               | NS                | NS                 | NS                | NS               |

\*.01 level

ATTACHMENT 13

# team leadership

March 1981

THE AKRON COMMUNITY

DEVELOPED BY THE UNIVERSITY OF AKRON AND SUPPORTED BY THE W.K. KELLOGG FOUNDATION

## Class V Alumni

Class V of the University/Community Team Leadership Program began with the Retreat (January 23 and 24) and concluded the five full-day Friday sessions on February 27. Class V members and their affiliations are as follows:

Don Albanese, Associate Credit Manager, O'Neil's Department Store; Barbara Allayaud, Senior, Political Science, The University of Akron; Felicita Calderon, Learning Consultant, Adult Resource Center, The University of Akron; Maliek Carthorn, Junior, Data Processing and Business Management, The University of Akron; Richmond Davis, Graduate Student, Home Economics and Family Ecology, The University of Akron;

Also, Peg Ethridge, Area Agency on Aging 10 B, Akron; Pauline Franks, University Librarian, The University of Akron; Richard Galligan, Director, Center for Family Services, The University of Akron; Marilyn Guzzetta, teacher, counselor, community volunteer, Akron;

Also, Judy Heller, Executive Director, Downtown Akron Association; Jennifer Jeter, Freshman, Theatre Arts, The University of Akron; Ella Kick, Assistant Professor, College of Nursing, The University of Akron; Michael Lapides, Quaker Square Associates, Akron; Jack Limbach, Junior, Criminal Justice, The University of Akron;

Also, Ken McCormick, Coordinator, Criminal Justice Technology, The University of Akron; Janie Mahon, Junior, Psychology, The University of Akron; David Melillo, Assistant Law Librarian, The University of Akron;

John Moss, Junior, Business Management, The University of Akron; Anne Marie Pignatelli, Junior, Special Education, The University of Akron; Mary Rainey, Department Head, Home Economics and Family Ecology, The University of Akron; George Raymer, Assistant Executive Director, University Relations and Communications, The University of Akron;

Also, George Russell, Operations Manager, Akron/Summit/Medina Employment and Training Consortium; Susan Schmidt, Sophomore, Medical Technology, The University of Akron; Robert Sullivan, Marketing Officer, Good-year Bank, Akron; Dar:yl Tukufu, Executive Director, Fair Housing Contact Service, Akron; Cassandra Walker, Assistant Vice President, First National Bank, Akron; Winifred Watson-Florence, Clinical Supervisor, Speech Pathology, The University of Akron; Helen Watts, Family Life Education, Public Schools, Akron; Maurice Williams, Professor of Education, The University of Akron.

## Dinner Planned

A gala dinner on the evening of Tuesday, April 21, is being planned for the "graduates" of Classes I-V of the University/Community Team Leadership Development Program. Participants from the five classes, representatives from the University and the Greater Akron Area will have the opportunity to meet, to share ideas and to celebrate the completion of this innovative leadership development program. Invitations and additional information will be forthcoming.

## Study Action Update

Four Study Action Groups were formed from the participants of Class IV. The groups' goals are described below.

1. To Promote Student-Merchants Interaction and Cooperation. This group, composed of one faculty and three student participants, is designed to promote cooperation and interaction by obtaining ongoing student representation on downtown and regional associations.

2. Women Successful in Politics. This group is composed of three faculty and four community participants. Its goal is to increase the percentage of women in influential political positions in the Greater Akron Area through training and apprenticeship experiences.

3. Community/University Resource Bank (C.U.R.B. Service). This group involves three faculty, three student and three community participants. Its initial goal was to develop a bank of resource people to support community service groups needing assistance in defining and implementing their missions.

4. Arts Regional Task Study (A.R.T.S.). This group, composed of three faculty, three student and four community participants, is seeking to influence public policy toward the arts in the Greater Akron Area.

In Classes I through III, six action groups are involved in pursuing their goals, and ten action groups have completed their activities.

## Internships

The Kellogg-supported Planned Change Conference held at the University of Akron in July, 1980, offered internships at any of the host institutions--Furman University, Greenville, South Carolina; Wichita State, Wichita, Kansas; and the University of Akron--as a follow-up service. To date, five interns have spent time at The University of Akron: Mary Wilson, Director of Planning and Professional Development, Trident Technical College, South Carolina; Clyde Evans, Provost, Rio Grande College, Ohio; James Murrell, Dean, Arts and Sciences, Mississippi University for Women; and Craig Willis, Vice President and Academic Dean and Kevin O'Sullivan, Vice President for Student Affairs, Concord College, West Virginia. The latter three persons participated in the retreat for Class V and expressed appreciation for the opportunity to experience the program firsthand. In addition, four participating colleges have requested or are exploring, consulting services from the University of Akron project team.

The University/Community Team Leadership Development Program also makes available internships so that the skills developed in the classes can be applied to specific projects and contribute to better understanding among agencies.

To date, two internships have been awarded through the program, both related to the Center for Urban Studies. The interns are Sally Vradenburg and Denis Van Doros.



The basic thrust of Sally's internship is the development of neighborhood planning, leadership development and skill training programs. Working with a team representing the University and city and neighborhood organizations, a seminar will be developed based on needs of "grass roots" leaders.

Denis has been accepted as an intern at the Center for Urban Studies to participate in basic research and development studies considered important for the implementation of Akron's Economic Development Program. The research is in collaboration with the City of Akron.

## O.T.L.D.: Alive and Well

A variety of activities have grown out of the three major W. K. Kellogg Foundation grants:

- October 22, 1980 - Visiting Nurses Association - (45 Professionals from a variety of health-related areas attended.)
- November 10, 12, 1980 - Staff of Maintenance, Bookstore, Parking, Accounting, Security and Purchasing at the University of Akron. (23 participants.)
- November 15, 1980 - Ohio Valley Conference - (30 Residence Hall Officers from a variety of colleges in the Greater Ohio Area attended.)
- November 24, 1980 - Summit County Welfare - (30 participants.)
- December 9, 10, 1980 - Registrar's Office Workshop - (39 participants.)
- January 16, 1981 - The Children's Center Workshop - (35 participants.)

Projected for the near future:

- March 10, 11, 1981 - Ohio Management Training Institute Workshop; Designed for Staff of CETA prime sponsors in Northeastern Ohio.

- March 17 and April 29, 1981 - Cleveland/University Heights School District Workshop; Designed for Central Administration and teams from schools.
- April 3, 1981 - Anne Terrill, Assistant Coordinator, Office of Team Leadership Development will present a workshop entitled "Improving Team Effectiveness" at the Ohio Middle School Association Annual Conference.
- May 1, 1981 - Staff of the College of Fine and Applied Arts Workshop.
- May 17 and 20, 1981 - Stuart Terrass, Research Associate in Institutional Research, Velma Pomrenke, Coordinator, Office of Team Leadership Development and Gary Gappert, Director, Institute for Future Studies and Research and Professor of Urban Studies, are presenting a workshop at the Association for Institutional Research National Meeting entitled, "The Invention of Alternative Futures for Institutional Research."

## Focus on Students

### TEAM LEADERSHIP CLASS MEMBERS AND

### TRAINERS STEP INTO ACTION

Team Leadership Class Members and Trainers joined forces in organizing and implementing a regional training program and conference for university students from The University of Akron, other Ohio universities, Kentucky, and Tennessee Universities. "The Rubber City Rendezvous," held on the weekend of November 14-16, was originally planned by Dan Morrell, Class I, while student president of The University of Akron Residence Hall Council.

The faculty adviser to the planning group was Ron McDonald, Class III, and Associate Director of the Residence Halls.

Foster, Velma, Anne, and Barbara teamed up with student class members, Dan Ellenberger, Class II; Ron Tamburrino, Class I; Tracy Shaffer, Class II; and Denis Van Doros, Class IV, to serve as program consultants and to conduct individual sessions on group dynamics, leading and delegating, communication between students and University administrators, and motivation within student organizations.

Our congratulations to the Residence Hall Council for planning such an excellent program. It was rewarding for all of us to observe team leadership in action.

## Participant Spin-Offs

We are enthusiastic when our alumni report that they are successfully applying team leadership concepts at work. We'd like to share some examples.

"I have incorporated team leadership concepts in working with individual departments within Akron General Medical Center to develop a strong team." Diane Augsbury, Class III.

"I have been able to utilize many techniques from the Kellogg experience, especially in some recent actions dealing with the Ohio Legislature." Ruth Fisher, Class IV.

"Many of the team leadership concepts have been useful in the development of staff development workshops for the College of Fine and Applied Arts." Kelvie Comer, Class I.

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"Civilization is a movement and not a condition, a voyage and not a harbor."

Arnold Toynbee

"By making imaginative use of change to channel change, we cannot only spare ourselves the trauma of future shock, we can reach out and humanize distant tomorrows."

Alvin Toffler

\*\*\*\*\*

## Contact

Comments, inquiries and suggestions are most welcome. Please address them to the University/Community Team Leadership Program, Office of Team Leadership Development, 166 Fir Hill, The University of

Akron, Akron, Ohio 44325. Calls may be made to the Project Director, Foster S. Buchtel, (216-375-7568), or the Program Staff: Barbara Hazard (216-375-7907); Velma Pomrenke (216-375-7893); or Anne Terrill (216-375-7893).

To:



# team leadership

THE AKRON COMMUNITY

DEVELOPED BY THE UNIVERSITY OF AKRON AND SUPPORTED BY THE W.K. KELLOGG FOUNDATION

## A Change of Place

(organizationally speaking)

Another major step has been taken in moving the Office of Team Leadership Development toward the full use of its resources and potential support of University and Community programs.

Effective September 1, 1980, the Office has been transferred from the Assistant to the President to the University College providing broader opportunities for integrating the leadership and team development programs into a wider area of University needs. Originally funded through grants from the W.K. Kellogg Foundation to design and conduct programs of Team Leadership Development, this Office has since become involved in training and development programs beyond the original grant base. It has now established itself as an important resource for the University, the community and the students.

Dr. Velma Pomrenke will serve as Coordinator of the Office and Dr. Anne Terrill as Assistant Coordinator. I am pleased with this step and confident that the team will continue to maintain the important linkages already established.

Foster S. Buchtel  
Project Director

The University College is happy to welcome the Office of Team Leadership. We are fortunate to be able to draw on the expertise of Velma Pomrenke and Anne Terrill to work closely with the various units and departments in the University. It is also our projection that the Office of Team Leadership will assist in drawing the various segments of the University College into a cohesive unit. We would anticipate that this office will assist the various components of the University College not only in the area of drafting and implementing proposals, but also in the important field of in-service training. Once again, we are happy to have the Office of Team Leadership as part of our staff and we welcome its input.

Marion Ruebel  
Dean, University College

## Class V

In recognizing the success associated with Classes I-IV and the large pool of applicants still requesting services, the W.K. Kellogg Foundation has granted permission for an additional class, extending the program beyond its original funding deadline.

Class V will begin with a retreat January 23-24, 1981, and will continue 9-4 p.m. on five consecutive Fridays.



Applications for Class V are available upon request from the Office of Team Leadership Development.

## Class IV in Progress

Another dynamic mix of people began Class IV in mid-September. The energy level of this group is incredibly high, where sharing of expertise and experience was the rule of the day from the start.

Class IV members and their affiliations are as follow:

Richard Bonnell, Assistant to the Provost, University of Akron; Robert Bossar, Manager of Staff Employee Relations, University of Akron; Sandra Brown, Community Organizer, Akron Summit County Community Action Agency; Edward Cigolle, Director, Summit County Welfare Food Stamp Program; Ken Davis, Assistant Director of Law, City of Akron Law Department;

also, Sandra Edwards, Assistant Director, Department of Special Programs, University of Akron; Ruth Fisher, Director, United Services for Handicapped Developmental Pre-school; Jean Gappert, Visual Arts Curriculum Development and Teaching in Special Education Schools; George Heinz, Sales and Merchandising, Technical Education, Student, University of Akron; Shirley Hofstadter, Volunteer Training Director, Akron Task Force on Battered Women;

also, Gary Horning, Junior, Business Management, University of Akron; Frank Kendrick, Associate Professor, Department of Urban Studies, University of Akron; Susan Kulton, Sophomore, Psychology, University of Akron; Rodney Marshall, Manager, Academic Division Computer Center, University of Akron; Ron McDonald, Associate Director of Residence Halls, University of Akron; Robert McElwee, Director of Academic Affairs and Development, Wayne General and Technical College, University of Akron;

also, Thomas Morin, Professor and Department Head, Art, University of Akron; Manoj Parekh, Research Associate, Biology Department, Student in Business Administration, University of Akron; Vicki Perfect, Student in Technical Education, University of Akron; Margaret Anne Quell, Doctoral Candidate, Educational Administration, University of Akron; Susan Raybuck, EEO Officer, Akron/Summit/Medina Employment and Training Consortium; Margaret Renwand, Senior, Social Work, University of Akron;

also, Mayme Stephens, United Way Retired Senior Volunteer Program; Violet Tomi, Supervisor, Child Care Center, University of Akron; Jacqueline Thomason, Director, The University of Akron/AMHA Edgewood Community Services; Denis Van Doros, Senior, Business Management, University of Akron; Thomas Warner, Assistant Director, Computer-Based Education Center, University of Akron;

also, Jane Watkins, Associate Professor, Community and Technical College, University of Akron; Tracey Wheeler, Junior, Dietetics, University of Akron; Carol Whitmire, Supervisor of Staff Personnel, Office of Personnel, University of Akron; George Hills, Student, Business Management and Technology, University of Akron.

## Planned Change Conference

Teams of persons from 28 different institutions (84 participants) gathered in the Continuing Education Center at The University of Akron on July 28-30 to learn how three universities--The University of Akron; Furman University, Greenville, South Carolina; and Wichita State University, Wichita, Kansas--conducted a specific planned-change program on their campuses under the sponsorship of the W.K. Kellogg Foundation.

The participant institutions represented a broad mix of two-year colleges to comprehensive universities; enrollments from



2000 to more than 10,000; public and private and geographical locations representing all but the far west. Twelve presidents, as well as other high ranking administrators, attended the conference.

The three universities shared their experiences by involving participants in conference activities that enabled them to adapt these experiences to change preparation programs at their own institutions. As a follow-up service, participating institutions may avail themselves of "at cost" consultation services from the Project Staff as well as doing an internship at any of the host institutions. Eight institutions have already requested these services.

A monograph written by the Project Staff describing change theory and the specific change activities at the three universities was used as support material at the conference. It will be published by Jossey-Bass sometime next year as a part of their New Directions in Institutional Research Series.

The conference was keyed by Harlan Cleveland, who is the first director of the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota. Other resource persons included Drs. Peter Ellis and Robert Kinsinger at the W.K. Kellogg Foundation.

Project Staff for the conference included David R. Alexander, Wichita State; G. Melvin Hipps and Philip C. Winstead from Furman and Foster S. Buchtel and Velma Pomrenke from The University of Akron.

"One can enjoy a game played by others, but one can only have fun by playing it oneself."

Ackoff

## The Bridge Party

As participants in Class I of the Kellogg University/Community Team Leadership Development Program, the community action team project we selected was the Center Street Bridge Party, an event that would involve both the University and the Akron Community. The bridge party on September 12 met this goal and exceeded our expectations as an estimated 4,000 people representing both the University and the community attended on a beautiful Friday afternoon.

Music was provided by the band, "Airwave," which was set up on the east end of the bridge with the E.J. Thomas Performing Arts Hall in the background. The plaza around the Performing Arts Hall provided an excellent area for everyone to share fellowship and to enjoy the music and refreshments.

What started out in the planning stages as just a party to celebrate the opening of the bridge really developed into a much larger event. Along with the dedication of the bridge, the University also dedicated their Continuing Education Center. With the bridge party as the main celebration, other community events were held over a three-day period, focusing on the Greater Akron Area.

Dave Robinson - Class I  
Carol Awender - Class I

## Community Connection

The Office of Team Leadership Development Newsletter will be asking its "alumni" from time to time, to report on projects in which they are involved which enhance

the notion of community/university connection. In this regard, Robert Deitchman, Class III, Genevieve Gipson and Virgil Collins of Class II have been asked to submit material.

#### Outreach

In an effort to identify, evaluate and further develop University Community and Community-at-large relationships, President Guzzetta established an Outreach Study Group two years ago. The Study Group is composed of 13 members representing a cross section of the University Community and is chaired by Robert Deitchman. The Study Group's current efforts have been concentrated on developing a phased plan for Outreach (be it research, training or service oriented) and cataloging the current efforts made by members of the University Community which occur under a variety of project titles (for example, Community Extension, Kellogg Team Leadership, Institute for Civic Education, and Urban Extension). The Study Group has approached the subject with an abiding respect for individuals in the general community, with hopefully fewer illusions than would make any plan effective and with an awareness of some of the built-in problems.

Bob Deitchman - Class III

#### Workshop

Genevieve Gipson coordinated and Virgil Collins provided the instruction for a full-day workshop, "The Administrator and the Nurse Assistant," for 60 nursing home administrators on June 4, 1980. The program, which was funded by a special grant from the Ohio Department of Health, was part of a four-day Nurse Aide Conference.

The workshop focused on the need for open communication, teamwork and the appreciation of different perspectives as they relate to the critical part played by the nurse aide in service delivery.

Virgil Collins - Class II  
Genevieve Gipson - Class II

Comments, inquiries and suggestions are most welcome. Please address them to the University/Community Team Leadership Program, Office of Team Leadership Development, 166 Fir Hill, The University of Akron, Akron, Ohio 44325. Calls may be made to the Project Director, Foster S. Buchtel, (216-375-7568), or the Program Staff: Barbara Hazard (216-375-7907); Velma Pomrenke (216-375-7893); or Anne Terrill (216-375-7893).

TO:



# team leadership

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## Full Schedule

### University/Community Linkages

The major focus of the Office of Team Leadership Development has been the establishment of University/Community linkages.

On February 5, in collaboration with the Adult Resource Center and the Equal Opportunity Office, The Office of Team Leadership Development sponsored a workshop for 45 University and Community members introducing the slidetape show "Tale of O" - On Being Different, and discussing its use as a vehicle for change in the work setting.

On May 9, members of the Office of Team Leadership Development served as process facilitators for the College of Education Youth Agency Administrator Forum. During this conference, Youth Agency Administrators from the community and department heads from the University brainstormed and discussed competencies needed by Youth Agency Administrators in dealing with the complex needs of youth today.

During the Spring Semester, the Office of Team Leadership Development sponsored three Breakfast Forums. These Forums present nationally known speakers who deal with a variety of topics related to change in higher education. Sociologist Stan Robin and educator James Bosco who have collaborated in research for 13 years at Western Michigan University, spoke at the first forum on inter-institutional collaboration.

The second forum featured Dr. Rex Stockton, an educator from Indiana University. Dr. Stockton directed his presentation to organizational structure as it relates to the change process.

The third forum was co-sponsored with the Lifelong Learning Conference of the Ohio Board of Regents. Dr. Michael Maccoby of the Harvard Project on Technology, Public Policy and Human Development, spoke on leadership needs for the 80's. He stressed a participative management approach in order to enhance the sense of team work in an organization, thus, increasing productivity and morale.

### Community Activities

The Office of Team Leadership Development provided a workshop, "The Dynamics of Being Different," to employees of the Summit County Welfare Department. The one hundred participants (three sections) explored the effects of differing perceptions as they influence human interaction.

In March, a 32-hour workshop, with undergraduate/graduate credit option, was presented to the training committee of the Junior League of Akron, preparing them to function as trainers and process facilitators within that organization and in the community.

A management-Leadership Workshop was held for the Voluntary Action Center where 55 participants dealt with the dynamics of different leadership styles as they relate to the functioning of organizations.



### University Activities

The Office of Team Leadership Development in collaboration with the Sociology Department and the College of Education, sponsored a Colloquium on Intra-University Programs. Crs. Robin and Bosco addressed the problems and attendant rewards of cross-departmental collaboration.

Professional development workshops have been offered for the Staffs in the following divisions:

Counseling and Advising, Student Financial Aids, General College, Placement, Residence Halls, Admissions, Student Center, Testing and Counseling and Evening College. These workshops, of 20 hours duration, have been strongly supported by the Directors of these divisions.

"New Leaders' Day," an all day workshop, was held this spring and was open to all new student leaders of student organizations. The workshop sponsored by the Office of Student Services and the Office of Team Leadership Development, provided an opportunity for new leaders to meet each other, to share common concerns, ideas, and resources, to improve their own leadership skills, and to begin some advance planning for the fall for their own organization. The students who participated in the workshop indicated a real interest in continued programming of this nature during the academic year.

"An Open Mind leaves  
a chance for someone to  
drop a worthwhile thought  
in it." - Anonymous

### **Class III Alumni**

Another dynamic and involved group of people have joined the ranks of the "Kellogg Alumni." Class III completed their class portion of the program on May 3.

Class III "Alumni" and their affiliations are as follows: Diane Augsbury, Business Administration, Junior, The University of Akron (UA); Jay Bishop, Visiting Instructor of Social Work, UA; Sharon Campbell, Associate Director of Residence Halls, UA; Kathleen Carney, Urban Field Representative, West Side Neighbors; Dan Cormany, Adviser to Students, Counseling and Advising Division, UA; Bob Deitchman, Associate Professor of Psychology, UA; John Demeter, Vice President and Station Manager of WCUE/WKDD Radio, Inc.; Bill Detweiler, Political Science, Freshman, UA; John Dohner, Program Director of Akron Residential Services, Inc.; Carol Drugan, Visiting Instructor of Sociology, UA; Janice (Toni) Garver, Manager of Student Employment, Financial Aid, Kent State University.

Also, Bruce Grammer, Civil Engineering, Junior, UA; Diane Hoppes, Nursing, Junior, UA; Bonnie Jones, Assistant Director of Admissions, UA; John Longbottom, Training Specialist, The City of Akron; Richard Nagy, R.O.T.C., Junior, UA; Yvonne Oliver, Home-finding Recruiter; Ellen Opatenik, Business Major, Junior, UA; Karen Patella, Teacher, Akron Board of Education; Garlene Penn, Secretary to the Dean of Nursing, UA; Philip E. Phillips, Instructor of Business Management and Technology, Community and Technical College, UA.

Also, Omar Raheem, Management Technology, Junior, UA; Norma Rios, Executive Director, SUPPORT Inc.; Ruth Roberts, Associate Professor of Education; Pauline Russell, Program Associate, Adult Resource Center, UA; Tracy Shaffer, Political Science, Pre-Law, Freshman, UA; Raymond Sibberson, Instructor, Respiratory Therapy Technology, UA; Richard Stallings, Secondary Education, Sophomore, UA; Pegg Stilwell, Non-traditional student, History, UA; Judy Stoll, Psychology, Senior, UA.



## Participants Move Into Action

Participants from the three classes have identified a total of sixteen different issues or projects as the basis for Study Action Groups--four from Class I and six each from Classes II and III.

Of the sixteen, thirteen groups are actively pursuing their identified objectives and are at various stages of development.

The Study Action Groups currently in progress are as follows:

- Center Street Bridge Party
- Co-op Programs and Research
- Coordination of Akron Area Recreational Facilities
- Downtown Needs and Preference Survey to be completed by Residence Hall Students
- Leadership Workshop for Neighborhood and Nursing Home Administrators
- Leadership Development Program for High School Students
- Teacher's Teaching in Area(s) of Expertise (across grade lines)
- Alcoholism - Information and Referral
- Student Needs Assessment on Community Involvement
- Networking Student Groups for Communication
- Transportation - facilitating mass transit on local and regional levels
- Pooled Resource Group - facilitate recognition of common goals and shared expertise within the community
- Senior Volunteer Awareness Program

Future activities and results of the Study Action Groups will be reported in the "Team Leadership" Newsletter.

"If I can listen to what someone can tell me, if I can understand how it seems to them, if I can see its personal meaning for them, if I can sense the emotional flavor it has for them--that is listening with understanding." - Carl Rogers

## National Contacts

### Dissemination Conference

As mentioned in the October Newsletter, a third grant from the W. K. Kellogg Foundation is making it possible to sponsor a national dissemination conference called "Planned Change: The Approaches of Three Universities" on July 28-30, 1980 in the new Continuing Education Center facilities. This conference will assist other universities to profit from the change efforts of the past three or four years experienced at The University of Akron; Furman University, Greenville, South Carolina and Wichita State University, Wichita, Kansas.

Although the application deadline is not until July 1, fourteen institutions have been accepted, almost all of whom are sending teams of three or four persons consisting of presidents and other upper administrative personnel. Geographically the applicants represent the south, north-east and midwest. There is an even mix of public and private institutions.

A monograph describing the theory of change, including case studies of each of the three universities is currently being edited for publication. The project staff includes Dr. David R. Alexander, Associate Professor of Physics and Coordinator of Kellogg Activities, Wichita State Uni-

versity; Mr. Foster S. Buchtel, Assistant to the President and Kellogg Project Director, The University of Akron; Dr. G. Melvin Hipps, Professor of Education and Co-Coordinator, Kellogg Project, Furman University (now private consultant); Dr. Velma Pomrenke, Research Associate and Coordinator, The Office of Team Leadership Development, The University of Akron; and Dr. Philip C. Winstead, Coordinator of Institutional Planning and Research and Coordinator, Kellogg Project, Furman University.

#### Institutional Research Forum:

In keeping with the goal of sharing team leadership development, Dr. Velma Pomrenke from the Office of Team Leadership Development and Mr. Stuart Terrass, Institutional Research, Office of Assistant to the President, presented a two-part workshop "The Institutional Researcher as Change Agent" at the Twentieth Annual Association for Institutional Research Forum, Atlanta, Georgia, April 27 and 28, 1980. More than forty participants represented institutional research for the United States, Canada, Denmark, the Netherlands and Belgium.

## Contact

Comments, inquiries and suggestions are most welcome. Please address them to the University/Community Team Leadership Program, Office of Team Leadership Development, 166 Fir Hill, The University of

A team is a unified cohesive group of people (2 or more), each of whom have special functions, but each person needs the resources and support of others to get the job done.

"I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant."

Akron, Akron, Ohio 44325. Calls may be made to the Project Director, Foster S. Buchtel, (216-375-7568), or the Program Staff: Barbara Hazard (216-375-7907); Velma Pomrenke (216-375-7893); or Anne Terrill (216-375-7893).

To:



# team leadership

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## Kellogg "Alumni" Growing

Two classes have already joined the "alumni" category of the University/Community Team Leadership Program. Class I completed the class portion of the program on October 19, 1979. Participants in that class and some information about them appeared in the October, 1979 issue of this Newsletter.

Class II completed their sessions on February 21, 1980. A list of participants and their affiliation follows:

Hope Bair, Executive Director, Voluntary Action Center of Summit County; William Beyer, Department Head, Department of Mathematics, The University of Akron (UA); Robert Blankenship, Head of Audio Visual Services, UA; Elaine Brubaker, Senior, Communications Comprehensive Program, UA; Gregory Carroll, Editor, Publications, UA; Edward Clarke, Student Academic Advisor, UA; Janice Cobett, Branch Manager, The Goodyear Bank; Virgil Collins, Training Manager, The City of Akron; Daniel Ellenberger, Freshman, UA; Mary Edwards, Western Reserve Girl Scout Council.

Also, Earl Ertman, Associate Professor of Art, UA; Jim Farrell, Professor of Aerospace Studies, UA; Ron Forwark, Senior Marketing, UA; Genevieve Gipson, Home Nursing Training Center, UA; Alberta Hensley, Assistant Executive Director, University Relations and Communications, UA;

Thomas Jent, Project Manager of Tire Group Marketing Systems, B. F. Goodrich; Jean Jones, Support, Inc.; Sebastian Kanakkanatt, Associate Professor of General Technology, UA; Karen Macdonald, Undergraduate, Community Service, UA; Philip Manthey, Research Associate, Office of Assistant to the President, UA.

Also, Jack McIntyre, Director, Labor Participation, United Way of Summit County; William Medley, Graduate Student, Law, UA; Marcia Rable, Senior, Spanish and Social Studies for Secondary Education, UA; Lorene Reed, formerly of Akron Regional Development Board; P. J. Russell, Senior, Special Education, UA; Yvonne Sebastian, American Diabetes Association; Charles Simonson, Summit County Juvenile Court; Gail Sommers, Graduate Student, Urban Studies, UA; Ron Tamburrino, Senior, Technical Education, UA; Sarah Vradenburg, Norton Messenger; Charles Walker, Graduate Student, Arts-History, UA.

Participants from both classes are presently working on a variety of tasks in their Study Action Groups. Ted Oravec of the Project Staff has the special responsibility of providing liaison and support services for the groups. The potential benefits of these groups are substantial. The results of their efforts will be reported in later issues of this Newsletter.

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## First Annual Report

The first Annual Report for the University/Community Team Leadership Development Program covering January 1 - December 31, 1979, has been prepared and forwarded to the W. K. Kellogg Foundation. The report reviews activities related to planning for the program; the Program Action Team (an Advisory Group made-up of faculty/administrators, students and community leaders); the program itself; evaluation; spin-offs; and future plans. A brief review of evaluation and spin-offs follows. (The entire report is available on request at the Office of Team Leadership Development, 375-7893).

Formative Evaluation Research Associates (FERA) of Ann Arbor, Michigan, have been engaged as external evaluation consultants. The design includes longitudinal measures of attitudinal and behavioral changes in participants, as well as assessment of organizational impact as viewed by institutional leaders.

Highlights of FERA feedback (N=23, 80% return rate) in January 1980 include:

- (1) Participants felt it was most important to learn new leadership skills for themselves, learn group leadership theory and learn about planning for change. They were most satisfied with what they learned about group leadership theory, group process theory, new leadership skills for themselves and the interests and responsibilities of other program participants;
- (2) 79% of the respondents believed they were a much more or somewhat more effective leader because of their participation in the program;
- (3) 50% or more of the respondents have found the program useful in professional, civic, personal and family life;

- (4) 34% of the respondents were somewhat or very dissatisfied with the balance of participants from each constituent group (favored more community representation);
- (5) 34% of the respondents are somewhat or very dissatisfied with the development of the Community Action Team at that point;
- (6) 91% of the respondents felt definitely or probably that participation in the program was worth the time away from other responsibilities.

The data are being carefully examined by the Project Staff as well as the Program Action Team so that modifications can be made for future classes.

Requests for spin-offs, that is, shorter term or mini-Team Leadership Development programs, continue to occupy considerable staff time. In 1978, ten mini-Kelloggs were conducted for 173 participants. In 1979, ten more mini-Kelloggs were conducted for 376 participants. Three of these programs were off-campus. In 1980, ten events will have been completed by May, four of which will be off-campus. This would suggest that the Team Leadership Development Program has taken root both at the university and in the community. The challenge to develop the program to its fullest potential continues.

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"Oh, would some power  
the giftie give us,  
to see ourselves  
as others see us!"

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## Staff Changes

Dr. Anne Terrill has been with the Office of Team Leadership Development on a part-time basis since September, 1979, replacing Dr. Fiona Slaney who accepted a full-time position in Testing and Counseling at The University of Akron.

Anne received her Ph.D. in psychology from the University of Pittsburgh; and for six years, until 1974, she served as Associate Professor in Educational Psychology at the University of Pittsburgh. She has also served as Title I Instructional Facilitator in the Boise Public Schools, and more recently as Visiting Assistant Professor in the College of Education at The University of Akron. Consultant activities keep her in touch with the Akron Public Schools and Akron City Hospital. Anne's expertise, enthusiasm and creativity are a welcome addition to the staff of the Office of Team Leadership. Her position will become full-time on August 1, 1980.

Mr. Stuart Terrass, who has served as trainer on a part-time basis with the Office of Team Leadership Development, has relinquished that duty because of the workload in Institutional Research. We will miss his contributions to the team.

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## Community Leaders

At some point during the life of each of the Classes of the University/Community Team Leadership Program, community leaders are invited to a session to share their views on issues affecting the community and the university. In addition, class members are helped to identify an action agenda for their Study Action Groups. These community leaders are then sought out following the class for their advice and expertise.

(con't.)

Community leaders who shared their knowledge with Class II were: Mr. John S. Ballard, Former Akron Mayor; Ms. Marjorie Capotosto, Council of Governments; Mr. David Cooper, Associate Editor, Akron Beacon Journal; Dr. D. J. Guzzetta, President, The University of Akron; Mr. Cazzelle Smith, Sr., Executive Director, East Akron Community House; Mr. Donald Stephens, Executive Director, Akron Regional Development Board.

Participants have expressed gratification for the opportunity to meet these community leaders and disappointment that time did not allow a thorough airing of more of the questions that had been identified beforehand. "For me", said Ms. Capotosto, one of the community leaders, "it was another opportunity to learn more about people's concerns so that we can plan accordingly."

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## More Applications

Although the deadline for applying for Class IV (March 31) of the University/Community Team Leadership Program may be past by the time you receive this Newsletter, you are encouraged to submit an application, if you are interested, for the following reasons:

- (1) Sometimes, because of conflicts or personal reasons, there are cancellations, thus providing openings;
- (2) Negotiations are currently underway concerning a possible Class V in January, 1981.
- (3) Other leadership development programs are continually being planned to which applicants could be referred.

For more information or applications, call the Office of Team Leadership Development, 375-7893.

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## Student Leader Lunchtime Seminars

A series of leadership and group skills seminars titled Student Leader Lunchtime Seminars: Focus on Group Success, has been conducted for interested students this academic year. The purpose of this series was to provide opportunities for students to enhance their leadership skills. They were scheduled at a time convenient for many students; that is, lunchtime. The hope was that interest would be generated in continuing to develop leadership skills so that more in-depth programs would be attended by student leaders in the future.

The seminars, as indicated, take place at lunchtime for an hour plus whatever additional time students could give. Approximately 20 students and some faculty advisors have attended each of the 8 seminars. Topics have been: "Budgeting and Financial Procedures for Student Groups", "Planning Programs and Events", "Promoting Events", "Leadership Skills and Group Dynamics", "How to Run a Meeting", "Motivating Group Members", "Delegation", and "Membership Recruitment."

The seminars were developed by Barbara Hazard, Assistant to the Vice President and Dean of Student Services and

Coordinator for Students, the University/Community Team Leadership Development Program. A student advisory committee, representing a cross section of student leaders, aided in giving the series direction by identifying topics of interest to students. The series also enlisted the valuable and welcomed help of a number of on-campus resource people who shared their time, enthusiasm and expertise with students. They are: Dan Cormany, Rod Deitz, Leslie Hoffman, Vincent Kopy, Gretchen Laatsch and Ron McDonald.

The Student Leader Lunchtime Seminars have fulfilled the hope of generating interest in developing leadership skills and have succeeded in introducing a large number of students to leadership development. It is an excellent example of an outgrowth or spin-off of Team Leadership Development as visualized by those of us involved in the Office of Team Leadership Development. It is anticipated that further programs of this kind will be offered to even more students in the future.

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## Contact

Comments, inquiries and suggestions are most welcome. Please address them to the University/Community Team Leadership Program, Office of Team Leadership Development, 166 Fir Hill, The University of Akron, Akron, Ohio 44325. Calls may be

made to the Project Director, Foster S. Buchtel, (216-375-7568), or the Program Coordinators: Students - Barbara Hazard (216 375-7907); Community - Ted Oravec (216 375-7709); Faculty/Administrators - Velma Pomrenke (216 375-7893).

To:



# team leadership

April 1979

THE AKRON COMMUNITY

DEVELOPED BY THE UNIVERSITY OF AKRON AND SUPPORTED BY THE W.K. KELLOGG FOUNDATION

## From the Project Chairman

It is a pleasure to again be writing to you through the "Team Leadership Newsletter". It is also a pleasure to be moving into a two-year continuation of our Kellogg Foundation sponsored project, University/Community Team Leadership Development, which is an outgrowth of the original Urban University Team Leadership Development project also funded through a W. K. Kellogg grant. The new project will extend beyond our successful base of faculty/administrative team leadership to involve existing and potential student and community leaders.

It is our plan through the University/Community Team Leadership Program to develop and enhance the existing network of cooperative relationships between University personnel, students, and the community; increase the leadership abilities of these participants; and assist other universities and communities in adapting team leadership programs to their own environments. Most importantly, the program will be directed toward action aimed at resolving selected Greater Akron Area needs. In this respect, we will be working closely with the Goals for the Greater Akron Area organization and other community agencies.

The program is well underway now with the help of the project director, three coordinators, and a pool of experienced trainers. The Commission on Institutional Planning and Development is advising the

staff. Additionally, it will be reviewing and approving the program plans. A Program Action Team, which will be assisting the staff by making recommendations concerning logistics and content of the program, includes representatives from the three project constituencies--community, students, and University faculty/administrators--thus modeling the concepts of the project.

We will continue to keep you informed of developments and progress in this new project and are looking forward to the combined involvement of the campus and community in this landmark project.

D. J. Guzzetta

## From the Project Director

Echoing earlier comments, it is pleasing to see the continued and growing support of The University of Akron's Team Leadership Development Program. Our recent involvement in a six-month training contract with The City of Akron's Department of Public Services, a mini workshop for 40 incoming Rotary Club Presidents, and another mini workshop with Members of the Ohio Parks and Recreation Associa-



**From the Project Director (con't.)**

tion, to cite a few examples, demonstrated the flexibility of the training, both in concept and in practice. The continuing series of mini team leadership workshops on campus--the latest one for academic department heads--suggests that the program is continuing to meet some of the needs of our own University. And the second two-year grant from the W. K. Kellogg Foundation to enlarge the basic team leadership development model to a network involving faculty, administration, students and community leaders is both a vote of continuing confidence and a challenge to our resourcefulness and innovation.

This steady growth, acceptance and involvement presented us with two issues that needed our immediate attention: (1) Organizing the program so that it could eventually be assimilated into the mainstream of university activities, and (2) enlarging the resource pool of qualified trainers beyond the Project Director and the Project Coordinator. To help move the Office into the University's mainstream, the Kellogg-supported activities have been organized to be a part of two ongoing university functions. The student aspect of the project is coordinated through the Division of Student Services, with Miss Barbara Hazard, Assistant to the Vice President and Dean of Student Services, assigned 50 percent under the grant. The community aspect of the project is coordinated through the Division of Continuing Education and Public Services, with Dr. M. T. Oravec, Assistant Professor in the Community and Technical College, assigned 50 percent under the grant. Miss Velma Pomrenke, Program Coordinator, also is responsible for assuring the involvement of University faculty and administrators. President Guzzetta is Project Chairman and, working with the Commission on Institutional Planning and Development which serves as the Project Advisory Group, assures the integration of the Kellogg-sponsored project with the plans and directions of the University. The Project Director

works closely with the Coordinator and with a Program Action Team--representing faculty, administrators, students and community--to provide overall direction and coordination. In a very real sense, we see the organization of this program as a demonstration of team leadership itself.

To meet the increased demands for training sessions, a number of volunteers from the campus and the community have been identified and are involved in a "Training of Trainers Program". These include: Mr. Virgil Collins, Manager, Training and EEO, City of Akron; Dr. James Egan, Associate Professor of English; Dr. Patricia Latshaw, Director, Community Relations, Akron Summit County Public Library; Mrs. Mary Ness, Coordinator of Children's Services, Akron Summit County Public Library; Mr. Stuart Terrass, Research Associate, Office of Assistant to the President. Dr. Fiona Slaney has been appointed part-time to serve as a Trainer in the program and is also attending the Training of Trainers sessions. She brings with her a wealth of interpersonal and intergroup experience that will help us meet some of our more immediate demands.

In addition to the activities noted above, there are a number of plans in various stages of development that will be shared with you in subsequent issues of this Newsletter. We believe, however, that the organization of the Office of Team Leadership Development, the generous support of the W. K. Kellogg Foundation and the cooperation and support of our colleagues at The University of Akron will enable us to continue working within the University family and community to further clarify the principles and practices of cooperative self-initiated organizational programs.

Foster S. Buchtel



## University/Community Project

As indicated above, based on the success of the 1976-77 Team Leadership Program, and with the continued support of the Kellogg Foundation, the follow-up two-year University/Community Team Leadership Program (1979-80) seeks to extend the concepts of team leadership beyond faculty/administrators to university students and community leaders.

The activities of the program will include four classes of 25 to 30 members. Each class will have a mix of community, student, and faculty and administrative representatives. The first class has been scheduled for September, 1979, and will be followed by classes in February, April, and September, 1980. Applications will be available by May, 1979.

Study Action Groups are another project activity. Each class will select a community issue as the class's "action objective". The team leadership concepts developed during the class sessions will focus on the attainment of this action objective. Prior to the start of each class, a "shopping list" of issues will be identified in cooperation with the Goals for the Greater Akron Area.

Other project activities include internships and exchange programs with community agencies; mini team leadership programs - shorter, closely focused programs for groups of which the participants are a part, such as work, service agencies, and civic organizations; the continuation of the successful breakfast forums with off-campus resource persons; the periodic publication of this newsletter; and, lastly, the dissemination of information about the project by encouraging participants and members of the project team to prepare articles for publication and papers for delivery at professional meetings.

Evaluation procedures have been developed by the external consultants, Formative Evaluation Research Associates (FERA) of Ann Arbor, Michigan.

## The Program Action Team

The Program Action Team (PAT), an advisory group consisting of 5 representatives of each constituency (community, students and faculty/administration) has been appointed and is meeting with the project staff. The Program Action Team advises and initiates recommendations concerning logistics and content of the program toward the goal of "customizing" the program for the participants.

PAT is chaired by Foster Buchtel, Project Director. The coordinators (Barbara Hazard, Ted Oravec and Velma Pomrenke) are ex-officio members.

The members of PAT are: Donald Custis, United Way of Summit County; George Hennigin, Retail Clerks Union Local; Barbara Hiney, Goals for the Greater Akron Area; Dorothy Jackson, Akron Metropolitan Area Housing; Patricia Lentz, B. F. Goodrich (for the community).

Bruce Avolio, Graduate Student in Psychology; Patricia Dillon, Junior in Special Education; Jeffrey Upperman, Senior in Finance; Marlin Yost, Junior in Business Administration; and Kenneth Winters, Sophomore in Speech and Theatre Arts (for students).

Thomas Brittain, Professor of Mechanical Engineering; Madeline Cooke, Associate Professor of Education; Pauline Franks, Associate University Librarian; John Gwinn, Assistant Professor of Biology; and Richard Neal, Affirmative Action Officer (for faculty/administrators).

The Program Action Team has had three regular meetings (February 16, March 2 and 23). Several sub-committees have assisted in designing the brochure and the application.

On April 27, an all-day Orientation Workshop for PAT members will assure thorough familiarity with the program and provide an opportunity to experience typical exercises.

## Training of Trainers

Project Director Foster Buchtel indicated in an earlier article that a pool of trainers had been identified and are involved in a "Training of Trainers Program" (See Page 2, Column b). The objectives of the training program are to provide a thorough understanding of team leadership and its application in individual, group and organizational life; and to increase the skills of each trainer.

Under the leadership of Foster Buchtel and Velma Pomrenke, two full-day training sessions were held on September 13, and December 11, 1978. A third two-and-a-half-day workshop was held on March 5-7, 1979, under the leadership of Jacqueline Rumley, Executive Vice-President of Project Associates, Inc., Washington, D.C. Jacqueline has extensive experience in

preparing trainers to facilitate group process and to become more skillful in designing and using structured exercises. The trainers felt the workshop was very valuable and that their training skills had been enhanced. One participant's evaluation read, "There was a leadership 'presence' very supportive of group members even as high standards were set for the overall experience and individual performance, thus setting a climate in which there was a high probability of gaining new knowledge and skills."

Future plans for Training of Trainers include assessing trainer needs, specifying goals and objectives and, with the help of a planning committee of trainers, scheduling training activities for the rest of the year.

## Quote

"...unless universities-as-employers put their own house in order, their ability to operate effectively as educators may be seriously impaired. Thus, the quality of life (both in and out of work) should not be studied as an academic matter by those in higher education in order to

respond to students. It should be the object of active experimentation, via organizational innovations and improvements, so as to respond to those who derive their livelihood from the academy."

Rosabeth Moss Kanter, 1978

## Contact

Comments, inquiries and suggestions are most welcome. Please address them to the University/Community Team Leadership Program, Office of Team Leadership Development, 166 Fir Hill, The University of Akron, Akron, Ohio 44325. Calls may be

made to the Project Director, Foster S. Buchtel, (216 375-7568), or the Program Coordinators: Students - Barbara Hazard (216 375-7907); Community - Ted Oravec (216 375-7575); Faculty/Administrators - Velma Pomrenke (216 375-7893).

To:





# team leadership

October, 1979

THE AKRON COMMUNITY

DEVELOPED BY THE UNIVERSITY OF AKRON AND SUPPORTED BY THE W.K. KELLOGG FOUNDATION

## From the Project Director

We are pleased with the expanding acceptance of the Team Leadership Development concept as envisioned and implemented by The University of Akron, starting in 1976, and continuing in our current Kellogg Foundation-sponsored program for the Development of a Model of University/Community Team Leadership Network.

Certainly, this pleasure does not go without some concern. For example, we are concerned with means of maintaining the freshness and vigor that follows the Team Leadership Development classes as the participant once again "reenters" the organization.

We are concerned about not becoming just one more "canned program" but continuing as a responsive, innovative, experientially-based program that diagnoses and meets the needs of those groups with whom we are dealing.

And we will always have the concern that more students and members of the Community become aware of the opportunities of this program.

Therefore, we are encouraging any faculty, students or community persons who know of others who may profit from involvement in this program to encourage them to contact the Office of Team Leadership Development for Application forms and more information.

The first class of the University/Community Team Leadership Development Program has gone through its retreat and first several class sessions. It is an exciting experience to watch these individuals--representing faculty, administra-

tion and students from the University and leaders from the Community--find the many common grounds and concerns that will enable them to move into the exploration and solution of issues having effect on both the University and the Community--particularly as outlined by the Goals for the Greater Akron Area.

One other development of which we are pleased is the third Kellogg Foundation Grant to The University of Akron. In this latest grant, the University is one of a three-member consortium -- along with Furman University and Wichita State University -- that will launch a national dissemination effort combining our individual leadership development projects into a model that will help prepare universities for planned change. This will be accomplished through a combination of utilization internships, consultations, a national workshop/conference to be held at The University of Akron (July 28-30) and a published monograph.

The three major Kellogg Foundation grants awarded to The University of Akron to support in different ways The University of Akron Model of Team Leadership Development have come out of proposals that were prepared through team efforts. No one person could have done it alone. In this sense, the team leadership programs represent a conceptual microcosm of a complex, comprehensive urban university.

Foster S. Buchtel

## From the Participants

Individuals representing students, faculty/administration and community were invited to share with us the meaning of the program for them:

### Team Leadership

#### Together Each Achieves More

That's one of the concepts behind the Kellogg-funded Team Leadership Conference currently being sponsored by The University of Akron.

The concept of having students, administrative personnel and community leaders together to arrive at mutual goals may at first seem unworkable; however, just the opposite has happened.

It was amazing to almost all participants how much various age or interest groups have in common. Mutual goals are easily arrived at when you work together on a team.

The two-day retreat is one of the most important and worthwhile parts of the conference. Sharing ideas, goals and values with fellow students outside the classroom is very rewarding.

The first three weeks of the Team Leadership Conference have exceeded my expectations and I can only add I'm looking forward to the continuation of the program into the Study Action Groups where community goals can be accomplished.

Gary L. Hartman, Executive Director  
Akron Area Board of Realtors

#### "Team Leadership - What Does It Mean to Me"

The Team Leadership Program is a unique and exciting experience (for me). It is an opportunity for students, faculty,

administrative and community members to know one another; to feel comfortable with one another; and to help one another.

The participants want to be successful in learning the skills of team leadership and in applying these skills to achieve a positive impact in our community.

Lastly, Team Leadership is a hope that in the future the university and community will work hand in hand for the benefit of the residents of the Akron area.

Bill Bender, Undergraduate  
Social Work

### Perspective on Team Leadership

Demonstrating that leadership can be built upon the strengths of individuals participating in the group process, the faculty/administrative component of the Kellogg Team Leadership Program has firmly committed itself to a learning process designed to lead to improvement in the quality of life in the Akron area.

Representing diverse programmatic, academic, and administrative sections of the University, we have become increasingly sensitized to the needs of the University and the Community.

While each of us has brought differing backgrounds, skills, and knowledge to the program, our excitement builds as we anticipate being able to take a more active role in the change process in which we are being prepared to participate.

Kelvie Comer, Assistant to the Dean  
Fine and Applied Arts



## Selection of Participants

Many outstanding individuals, representing a wide array of interests, experiences, and residing in all districts of the Greater Akron Area, have submitted applications to the University/Community Team Leadership Development Program.

During the past summer, a sub-committee of the Program Action Team worked together to review the applications and to recommend selection of the actual class members.

Selections were made for Class I, meeting from September 14 through October 19, and limited selections were made for Class II, III, and IV.

The University/Community Team Leadership Development Program is again receiving applications from those individuals interested in participating in Class II, III, and IV scheduled to meet on the following dates:

### Class II

Retreat, Friday and Saturday, January 25 and 26, 1980. Tuesdays and Thursdays, 3 p.m. to 7 p.m., January 29, 31, February 5, 7, 12, 14, 19, 21. (Supper snack provided.)

### Class III

Retreat, Friday and Saturday, April 11 and 12, 1980. 3 Fridays, 7 p.m. to 10 p.m. and Saturdays 9 a.m. to 4 p.m., April 18 and 19; 25 and 26; and May 2 and 3. (Lunch provided.)

### Class IV

Retreat, Friday and Saturday, September 12 and 13, 1980. 5 Fridays, 9 a.m. to 4 p.m., September 19, 26, October 3, 10, 17. (Lunch provided.)

The application deadline for Classes II and III is Thursday, November 15, 1979. At that time, all applications, including those previously received, will be reviewed by a sub-committee of the Program Action Team.

The application deadline for Class IV is March 31, 1980, and applications will then be reviewed following that date.

Any questions or requests for applications should be directed to the University/Community Team Leadership Development Program, Office of Team Leadership Development, 166 Fir Hill, The University of Akron, Akron, Ohio 44325; or telephone 216:375-7893.

## Class I Members

Rather than just listing the names of participants in Class I of the University/Community Team Leadership Program, we asked them to share information about themselves.

ROBERTA ANTONIOTTI - Currently, I am the Vice President of Operations for Advance Inc., an organizational development consulting business, and President of the Board of Info-Line and Chairman of Citizen's Council for NEFCO. In these and other associations, my concern is to increase the effectiveness of business and community in addressing needs, problems, and goals.

CAROL AWENDER - I am a graduate student and part-time instructor at The University of Akron; I volunteer in the community with the Women's Network, SUPPORT, Inc., Planned Parenthood, and others, and I am an active companion for my three children.

JAMES BANKS - I am Development Officer at The University of Akron, with background in fundraising, public relations, and community relations. I am active in volunteer capacities.

Class I Members (Con't.)

**WILLIAM BENDER** - I spend much of my time directing a volunteer referral agency. I feel everyone will benefit if we are willing to share our love, talents, and time with other people.

**JULIA CHURCH** - I am a student majoring in clothing and textiles with a business emphasis. I am currently President of the 1980 Senior Class at the University as well as corresponding secretary for Kappa Kappa Gamma sorority.

**KELVIE COMER** - I am Assistant to the Dean, the College of Fine and Applied Arts; my training is in the administration of higher education; I am the mother of a ten-year-old boy and am active in church, community and school activities.

**JUDITH GERDES** - I was born in California and raised in Wisconsin. I served as a Peace Corps volunteer in Venezuela and have lived in Jamaica. I have been the Acting Director of the Children's Zoo and am currently Administrative Assistant at the Weathervane Community Playhouse. I have three sons.

**IRENE HAAS** - County Government and the need for a county home are my intense interests. I worked for 8 years before marrying and have 4 children now grown. I enjoy writing and sketching, canoeing and hiking.

**GARY HARTMAN** - I am a husband, father to a seven-year-old girl and am serving as the Executive Director of the Akron Area Board of Realtors - a 4,000 member trade association. I recently coordinated Akron's \$110,000 community-wide Pride Program.

**JESS HAYS** - I am adviser to students/ adviser to fraternities at The University of Akron. I am interested in interpersonal relation skills to develop programs for fraternity workshops as well as to increase my community involvement.

**MARY KING** - I am Coordinator of the University Writing Lab in the Department of Developmental Programs. I'm concerned with the elements of public/group life that affect people's ability to communicate fruitfully.

**MARSHALL KUEHL** - I am a student, and I enjoy staying active and busy with social studies and social problems.

**LYNNETTE MILLER** - I am a person of many roles, and I enjoy the complexity of balancing my personal life with my work life. I am the best friend one could have.

**PATRICIA MILLER** - I am a Real Estate Broker and owner of Century 21 PMA Realty Inc. I have been many years in civic involvement through League of Women Voters and as a member of Cuyahoga Falls and Summit County Planning Commissions. I am married and have three grown children.

**DAN MORRELL** - I am Residence Hall Council President and I am also a member of the Greek system. If that doesn't make me a diverse individual, nothing will.

**ELDON MOTZ** - I am a 1948 graduate of The University of Akron with a music major. I have been President of the Akron Musicians' Union (Summit, Medina, and Portage Counties) for the past sixteen years.

**VIRGINIA NEWBERN** - I have years of involvement in community affairs, especially in the area of health; I am presently a member of the Board of Trustees of the Summit/Portage Health Systems Agency and chair its Plan Development Committee, which is responsible for both short-range (one year) and long-range (five years) planning.

**ISADORE NEWMAN** - I am Associate Professor in the Educational Foundations Department and a Research and Design Consultant; I teach techniques of Research and Multiple

## Class I Members (Con't.)

Regression Analysis; I am President of Ohio Measurement and Evaluation in Guidance; Vice President of the Ohio Academy of Science, Psychology Division; editor of one journal and on the Editorial Board of three others. I have major interests in the areas of evaluation, need assessments, research design, and statistical analysis.

MARY PANDYA - I am currently the Coordinator of The University of Akron's Institute of Life Span Development and Gerontology/Edgewood Community Services Center Multipurpose Senior Center. In this capacity, I am responsible for the planning, administration and monitoring of all phases of this program.

JAMES PEREGO - I am Supervisor for the Stamp Office of the Summit County Welfare Department. I am also a graduate student in the Department of Urban Studies, The University of Akron, and a Captain in the Army National Guard.

FAYE RAFFERTY - I am an administrator in Title XX Contracting; I am interested in the "public-private" interfacing to use the entire community's/nation's resources in productive ways. I am hopeful of acquiring skills to facilitate this happening.

DAVID ROBINSON - I am Associate Professor of Electronic Technology and Coordinator of Electronic Technology at The University of Akron; I am registered as a professional engineer in the state of Ohio and a member of the Ohio Bar.

ELISA SANFORD - I am a Junior, majoring in Social Work/Criminal Justice at The University of Akron. I am presently co-directing the University's Volunteer Office (Center for Concern) and serving on the Board of Trustees at the Volunteer Action Center.

RICHARD SEBASTIAN - I am Assistant to the President, Karl R. Rohrer Associates, Inc. (architecture and engineering firm); and I am responsible for marketing and personnel.

ALAN SOMMERS - I have directed the CETA program for the last three and a half years, developing relationships with most community-based organizations in the Akron area and public training and educational institutions.

JEFFREY UPPERMAN - I am a student leader and scholar, dedicated to the pursuit of both conventional and non-conventional learning so that an individual may obtain maximum personal growth.

WILBUR VEITH - While I am a professor, teaching mathematics, I'm currently taking courses in computer science at Cleveland State University to help in a job switch - teaching more applied mathematics and computer science in the future. Also, I'd like to use these previously gained skills, with the new skills I'm gaining, to become involved with local community and industrial problem solving.

VICTOR VELEZ - I am 35 years old, married and the father of a beautiful 10-month old baby girl. I am an Assistant Director of Student Financial Aids here at The University of Akron. I've been employed here since 1977. Before that, I was Director of Financial Aids at The University of Tampa, in sunny Florida. I gave up the year round sun and fun for some good old northern winter weather that I missed. I'm a native New Yorker and enjoy this climate more than year-round sun and heat.

MINNIE WHATLEY - In that I am considered a non-traditional student here at the University, I have integrated very well. I'm now President of the Social Work League, Board member for the Center for Concern, and also member of the Alpha,



**Class Members (Con't.)**

Alpha, Alpha Honorary. Being a mother of two has also been a great influence on my coming back to school.

Patrick McGrath, Deputy Director of Social Services, Summit County Welfare Department.

William Rogers, Executive Dean of Continuing Education and Public Services.

Barbara Hiney, Executive Director, Goals for the Greater Akron Area.

D. J. Guzzetta, President, The University of Akron.

**Community Leaders  
Share Concerns**

Community leaders met with participants of Class I in an informal "round robin" discussion session on issues affecting the community and the university.

Sharing their knowledge were:

Don Stephens, Executive Director, Akron Regional Development Board.

James Phelps, Capital Planning Manager, City of Akron.

Timothy Early, Community Planning Manager, City of Akron.

John McCarter, Chairman, Centran Bank.

Harold Wilson, Superintendent, Cuyahoga Falls City Schools.

Robert Anderson, Parks and Recreation Manager, City of Akron.

Donald Frey, Executive Director, United Way of Summit County.

**For Further Information**

Comments, inquiries and suggestions are most welcome. Please address them to the University/Community Team Leadership Program, Office of Team Leadership Development, 166 Fir Hill, The University of Akron, Akron, Ohio 44325.

Calls may be made to the Project Director, Foster S. Buchtel, (216 375-7568), or the Program Coordinators: Students - Barbara Hazard (216 375-7907); Community - Ted Oravec (216 375-7575); Faculty/Administrators - Velma Pomrenke (216 375-7893).

**TO:**





ATTACHMENT 14

Utilization of Team Leadership Development Program, January 1, 1979-June 30, 1981

| Program                                                            | Date      | No. of Hours | No. of Participants | Nature of Participants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------|-----------|--------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Computer Center                                                 | 1/79      | 21           | 69                  | General Faculty and Staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2. Student Leaders                                                 | 2/79      | 2            | 130                 | Students in leadership positions with campus organizations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Academic Department Heads                                       | 3/79      | 16           | 28                  | Department Heads representing: Home Economics and Family Ecology, Mathematics, Educational Foundations, Secondary Education, Economics, Marketing, Speech Pathology & Audiology, Elementary Education, Chemistry, Counseling and Special Education, Biology, History, Allied Health, Mass Media/Communications, Public Service Technology, Political Science, Business and Office Technology, Geography, Educational Administration, General Studies, Associate Studies, Mechanical Engineering, Civil Engineering, Management, Theatre Arts & Dance, Polymer Science, Physics and Modern Language. |
| 4. The State University College at Potsdam, New York               | 3/79      | 6            | 3                   | Vice President for Academic Affairs, Assistant to the President, Executive Director, Auxiliary Services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 5. Ohio Parks and Recreation Association, Northeast Ohio Division. | 5/79      | 2            | 30                  | Recreational leaders of all levels.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 6. Student Leader Seminars                                         | Fall 1979 | 6            | 18                  | Students in leadership positions at the University.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 7. Rohrer Associates                                               | 11/79     | 18           | 20                  | President, Vice-Presidents, Managers and Staff.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 8. Ohio Parks and Recreation Association, State Conference         | 11/79     | 2            | 37                  | Recreational leaders from the State of Ohio.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Program                                                                                      | Date        | No. of Hours | No. of Participants | Nature of Participants                                                                                        |
|----------------------------------------------------------------------------------------------|-------------|--------------|---------------------|---------------------------------------------------------------------------------------------------------------|
| 9. Junior League of Akron                                                                    | 2/80        | 32           | 20                  | President, committee heads and members.                                                                       |
| 10. Volunteer Action Center                                                                  | 2/80        | 7            | 55                  | Directors of volunteers from a wide array of service agencies.                                                |
| 11. Student Leader Seminars                                                                  | Winter 1980 | 9            | 120                 | Students in leadership positions at the University.                                                           |
| 12. Counseling and Advising, Financial Aids, General College, Placement and Residence Halls  | 2/80        | 26           | 18                  | Staff                                                                                                         |
| 13. "Tale of O" Slide Show and Discussion Workshop                                           | 2/80        | 2            | 45                  | Faculty, Administration and Community People.                                                                 |
| 14. Office of Team Leadership, Adult Resource Center and Equal Employment Opportunity Office | 2/80        | 2            | 50                  | Faculty, Administrators, Staff, Community People.                                                             |
| 15. College of Education/ Youth Agency Administrator Forum                                   | 3/80        | 4            | 23                  | Dean, Assistant Dean, Faculty, Administrators, Directors and Assistant Directors of eight Community Agencies. |
| 16. Colloquium on Intra University Programs                                                  | 3/80        | 2            | 28                  | Dean, Assistant Dean and Faculty. (College of Education and Department of Sociology).                         |
| 17. Admissions, Evening College, Financial Aids, Student Center and Testing and Counseling   | 5/80        | 18           | 20                  | Staff                                                                                                         |
| 18. Summit County Welfare Department (3 sections)                                            | 5/80        | 9            | 100                 | Directors and staff of the agency.                                                                            |
| 19. Ohio Association for Financial Aid Administrators                                        | 7/80        | 12           | 20                  | Financial Aid Officers from universities within Ohio.                                                         |
| 20. Computer Center                                                                          | 8/80        | 14           | 67                  | General Faculty and Staff.                                                                                    |

| Program                                                                       | Date     | No. of Hours | No. of Participants | Nature of Participants                                                                                                |
|-------------------------------------------------------------------------------|----------|--------------|---------------------|-----------------------------------------------------------------------------------------------------------------------|
| 21. Visiting Nurse Service of Summit County                                   | 10/80    | 4            | 55                  | Primarily RN's and LPN's from acute, long term and home care settings. Also RDs, HHAs, social workers and therapists. |
| 22. Ohio Valley Schools Student Conference                                    | 11/80    | 3            | 60                  | Students in residence hall leadership positions.                                                                      |
| 23. Summit County Welfare (three sections)                                    | 10-11/80 | 4            | 95                  | Directors and Staff of the agency.                                                                                    |
| 24. Tire Town Chapter, National Secretaries Association                       | 10-12/80 | 9            | 52                  | Secretaries from diverse university and community organizations, business and industry.                               |
| 25. Maintenance, Bookstore, Parking, Accounting, Security and Purchasing      | 11/80    | 14           | 22                  | Directors and staff of University administrative divisions.                                                           |
| 26. Registrar's Office                                                        | 12/80    | 7            | 40                  | Directors and staff.                                                                                                  |
| 27. Child Care Center                                                         | 1/81     | 7            | 35                  | Supervisors, teachers, work study students and secretaries.                                                           |
| 28. Women's Network                                                           | 2/81     | 6            | 25                  | Board and Committee members.                                                                                          |
| 29. Ohio Management Training Institute                                        | 3/81     | 14           | 10                  | Supervisors and staff of CETA prime sponsors and sub-grantee staff.                                                   |
| 30. University Heights/ Cleveland Heights Public School District (3 sections) | 3-5/81   | 12           | 60 (est.)           | Superintendent, central staff, principals and teachers.                                                               |
| 31. University of the Future                                                  | 4/81     | 3            | 14                  | Administrators and faculty.                                                                                           |
| 32. Fine and Applied Arts                                                     | 5/81     | 7            | 25                  | Clerical staff.                                                                                                       |
| 33. Mid-West Association for Financial Aid Administrators                     | 5/81     | 6            | 15                  | Presidents and presidents elect from 9 states.                                                                        |

| Program                                                          | Date | No. of Hours | No. of Participants | Nature of Participants |
|------------------------------------------------------------------|------|--------------|---------------------|------------------------|
| 34. Nurse Aid Conference<br>(being planned)                      | 6/81 |              |                     |                        |
| 35. Nursing Home Adminis-<br>trators Workshop<br>(being planned) | 6/81 |              |                     |                        |
| 35 Programs                                                      |      | 306          | 1409                |                        |